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ABSTRACT

A survey of testing practices at two-year colleges was conducted by the American College Testing Program (ACT) and the American Association of Community and Junior Colleges (AACJC) to gather information about the use of tests in admissions, placement, and program completion. A questionnaire was distributed to 1,303 two-year institutions, requesting information on institutional characteristics, admissions policies and practices, placement policies and practices, general testing practices, and program completion requirements. Study findings, based on responses from 683 colleges, included the following: (1) the majority of the two-year institutions practiced open admissions, accepting all persons over 18 who have earned a high school diploma or equivalent; (2) academic skills testing for first-time students was being practiced more widely than in the past, with indications that the use of such tests will increase in the future; (3) over 90% of the responding institutions used tests to place first-time students in the proper courses; (4) mandatory testing for course placement was most prevalent in institutions with significant minority populations; (5) testing for placement in mathematics and language arts was expected to increase in the next two to three years; (6) most schools required core courses of students seeking a certificate, diploma, or degree; (7) course completion was the preferred indicator of required proficiencies; (8) exit examinations were more frequently required at the individual program level than at institutional or state levels; (9) student services personnel played an active role in decisions about test selection and test use. The survey instrument is appended. (Author/EJV)

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STATUS OF TESTING PRACTICES AT TWO-YEAR POSTSECONDARY INSTITUTIONS

ED264907

Jacqueline E. Woods

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1985

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This report contains the results of a survey of testing practices at two-year postsecondary institutions. The survey was conducted jointly by The American College Testing Program (ACT) and the American Association of Community and Junior Colleges (AACJC).

Many individuals, in addition to members of the staffs of ACT and AACJC, contributed to the survey design and to the analysis of the institutions' responses. Special thanks are due to members of the National Council on Black American Affairs, whose interest in the role of testing at two-year institutions provided the impetus for this study. Milt Hillery and John Roth, members of the ACT staff, were instrumental in the design and development of the survey questionnaire; Chuck Spence and Doug Belin, representatives of the community college sector, assisted in the review and refinement of the questionnaire before it was disseminated.

A major purpose of the survey was to gather information directly from community, junior, and technical colleges about their use of tests in admissions, placement, and program completion. An ad hoc Advisory Group, comprised of representatives of the two-year colleges, was assembled to help ACT and AACJC interpret the information collected. The contributions of these individuals provided focus for the development of this report. Our thanks to: Geraldine Evans (Rochester Community College), Ronnald Farland (Chancellor's Office—California Community Colleges), Freddie Sandipher (University of Cincinnati—University College), and James Gollattscheck (AACJC).

James Maxey and Julie Noble, also of the ACT staff, contributed greatly to the preparation and analysis of the survey data. The assistance of Diane Walters, Barbara Keener, Nance Daiker, Meera Narayanan, Kelly Worth, and the ACT Publications staff is also appreciated.

Finally, we are deeply grateful to the 683 institutions that committed the staff time necessary to complete the questionnaire in a timely and accurate manner. It is our sincere hope that these institutions will find the information reported in this document of value.

Washington, D.C.
December, 1985

Jacqueline E. Woods

ABSTRACT

The *Status of Testing Practices at Two-year Postsecondary Institutions* is a report prepared jointly by ACT and AACJC. The report provides information about the past and present uses of tests, and their projected future role, in admissions, placement, and exit functions at U.S. community, junior, and technical colleges. The study was conducted to add to the limited information currently available on such uses of tests.

The questionnaire used to collect data for the study was comprised of five sections: Section I—Institutional Characteristics; Section II—Admissions Policies and Practices; Section III—Placement Policies and Practices; Section IV—General Information on Testing Practices; and Section V—Program Completion Requirements. The questionnaire was distributed to 1,303 institutions identified from the AACJC master mailing list. The 683 responding institutions included two-year institutions on the U.S. mainland, Puerto Rico, and U.S.-operated colleges overseas. In reviewing the results of this study, the reader should be mindful that the data reported are not a representative sample of all two-year institutions. Furthermore, the number of institutions responding to individual items varies.

In this study of evolving practices and trends in the use of tests, the survey results are grouped into four major categories: institutional admissions; course and program placement; program completion; and general testing practices. To differentiate between general admissions practices and program specific entry practices, references in this document to the admissions process will mean initial student entry or acceptance into the institution; references to specific course or level assignments and entry into a program of study will be reported as placement activities.

The following is a summary of the major findings of the study.

Admissions Testing: Policies and Practices

- The majority of community, junior, and technical colleges practice open door admissions and accept all persons 18 years of age or older who have earned a high school diploma or its equivalent.
- The criteria nonpublic or private institutions use for admissions are slightly more rigorous for those institutions that have a small percentage of part-time students and whose students come from families with above average median incomes.
- Indications are that academic skills testing for first-time entering students is more widely subscribed to by two-year colleges than it was in the past, and that such uses of tests will increase in the future.
- The institutions indicate that the prime source of pressure for increased use of tests in the admissions process comes from the faculty ranks rather than from the administration, legislature, or institutional governing boards.
- Greater numbers of minority students enroll at institutions where the professional staff is at least one-fourth minority; this occurs whether or not testing is used in the admissions process.
- Most institutions indicate that the use of tests in the admissions process has no systematic effect on the enrollment patterns of ethnic minorities and older students. At those institutions enrolling significant numbers of minority students, the use of tests in admissions has grown in recent years and is expected to grow in the future.

Placement Testing: Policies and Practices

- Over 90 percent of the responding institutions indicate that they use tests for course placement for first-time entering students.
- A majority of the institutions that use testing for course placement consider it a voluntary activity, but indicate that they will make it mandatory in the future.
- The mandatory use of tests in course placement is most prevalent in institutions with significant minority populations.
- The use of testing for program admissions/placement has increased most in the following program areas:

Data Processing	Registered Nursing
Business Computer Programs	Secretarial Science
Accounting	Electronic Technology

  Registered Nursing programs report the greatest increase in the use of tests for admissions/placement.
- Testing for placement in mathematics and language arts courses is expected to increase in the next two to three years.
- Course and program placement decision rules are primarily derived from staff and faculty recommendations rather than from predictive validity research.
- The use of testing for advanced placement is generally projected to grow in two-year colleges in the future; an exception is colleges located in communities with high ethnic minority representation.

Program Completion: Policies and Practices

- A majority of two-year postsecondary institutions require core courses of all students who seek a certificate, diploma, or degree.
- Currently, course completion is preferred to other indicators that students have achieved required proficiencies.
- Exit examinations are more frequently required at the individual program level rather than at institutional or state levels.
- If a nationally standardized test were available to assess general education competencies at graduation, about one-third of the respondents would use it.

General Information on Testing Practices

- Very few community colleges were able to report ethnic data in disaggregated form; however, the public institutions seem to collect such data more often than private institutions.
- The CEO is clearly the decision maker in determining institutional requirements for testing of entering students, especially in public two-year colleges.
- The persons primarily responsible for test selection in admissions and placement are student services personnel and department heads.
- In most two-year colleges, student services personnel play a very active role in the decision-making process about the uses of tests—from determining required levels of performance to helping students interpret their test results.

INTRODUCTION

Because community colleges represent a dynamic sector of higher education in the United States, many of the developmental and policy issues that were prevalent at the inception of the two-year college movement are resurfacing today as practitioners and consumers discuss access to and the quality of undergraduate education. Among these issues is the nature of undergraduate admissions or intake processes at two-year colleges. This report discusses the findings of a study of admissions, placement, and exit practices at two-year colleges and describes the role that testing plays in those practices.

Two-year colleges strive to create an educational environment that is responsive to all adults interested in strengthening their academic and/or vocational skills. When first articulated through two-year colleges, the concept and practice of open admissions created a new excitement about postsecondary education for a substantial portion of the population. In the late 1960s and early 1970s, and yet today, many persons equate open admissions with the absence of any academic performance criteria in the admissions process. An alternative view of open admissions requires that all students interested in furthering their education be able to do so without undue restrictions. Under either definition, special academic requirements that weigh heavily on past academic performance or test scores in determining students' eligibility for admission are viewed by some as restrictive. This view holds that such determiners are incompatible with open admissions and the two-year college experience.

The view that standardized testing creates a barrier to educational access for some individuals is not new. Such a perspective was commonplace in the 1970s. At that time, concern about the uses and misuses of standardized tests in the admissions practices of postsecondary institutions was a recurring theme. Due, at least in part, to the fervor of the arguments concerning testing during the early years of the community college movement, many institutions adopted unconditional open admissions policies (Knoell, 1983). In subsequent years, however, a sense of need developed for criteria by which institutions and prospective students could match common goals and reasons for choosing each other (Munday and Rever, 1971). This sense of need evolved, in part, from the growing diversity of students participating in higher education, including increased numbers of women, ethnic minorities, people with limited English skills, and persons with physical and learning disabilities. The increased number of older students also had its effects, as did the growing number of academically underprepared students.

These changes in the 1970s led inevitably to changes in the 1980s. Today, two-year colleges are concerned with how best to address students' remedial and developmental needs, how to prepare them to satisfy pre-professional licensure or certification requirements, and how to maintain quality programs for the mainstream of the student body while attending to the needs of nontraditional students. The role of admissions standards and the use of testing in placement and program completion decisions are of concern to the institutions. So, too, are the actions of local and state agencies that oversee the two-year institutions and accordingly make decisions and establish policies that affect access to postsecondary educational opportunities. It is hoped that the information provided in this report will be useful to such decision makers and to the practitioners who seek to maintain educational environments that offer a wide range of opportunities for adult learners in our society.

The objectives of those who advocate quality and those who advocate equity in higher education are not necessarily discrepant. In developing approaches to achieve both access and quality, it is important to examine the roles that standardized tests can and do play. History tells us that tests can serve to restrict or enhance educational access and that tests can serve to enhance or impede educational progress. The purpose of the survey described in this report was to provide information about the extent to which standardized tests are used in two-year institutions and to what ends.

Background on the Survey

In the fall of 1984, the National Council on Black American Affairs (NCBAA), an affiliate council of the American Association of Community and Junior Colleges (AACJC), submitted a petition to the AACJC suggesting that it establish a process for monitoring the use and misuse of testing in the admissions and program placement practices of two-year colleges. This petition prompted AACJC to seek existing information about the use of tests in the two-year colleges. The amount of information available was limited. After discussions with AACJC and other organizations about the need for additional data on this topic, ACT proposed to AACJC that the two organizations jointly conduct a survey of testing practices at community, junior, and technical colleges. Together ACT and AACJC, with input from the NCBAA and other professional educators from the two-year postsecondary community, developed a comprehensive survey instrument. In January of 1985, the survey was mailed to 1,303 institutions identified from the AACJC master mailing list.

The survey questionnaire, a copy of which is included as Appendix B of this report, was divided into five sections: Section I—Institutional Characteristics; Section II—Admissions Policies and Practices; Section III—Placement Policies and Practices; Section IV—General Information on Testing Practices; and Section V—Program Completion Requirements. Section I was designed to gather baseline data on the community, junior, and

technical colleges and to facilitate analyses of the data on various dimensions reflecting the diversity of the institutions surveyed. Sections II and III elicited information about institutional testing practices as related to the admissions and placement processes of the institutions. Section IV sought information on the particular issues and concerns about testing at individual institutions and made inquiries about institutional satisfaction with current testing practices. Section V asked institutions to identify the role of tests in program completion activities and procedures.

The analysis of the 683 completed questionnaires included three phases. In the first phase, each questionnaire was assigned an identification code. The questionnaires were then reviewed to uncover possible numerical inconsistencies and/or inappropriate multiple responses and any discrepancies were resolved. Items for which written responses were allowed were compiled from all questionnaires into master lists and the responses were coded for computer analysis. The second phase consisted of entering survey responses for computer analysis, printing out the responses, and checking them against the original survey forms for accuracy. The third phase involved data analysis. SPSSX, a computer package designed for statistical analysis, was used to analyze the survey data. The analyses consisted of frequency distributions (single and multiple response items), crosstabulation tables, and, where relevant, descriptive statistics for selected survey items. Frequency distributions and crosstabulation tables were generated to present the responses to each item as percentages of the group or total number responding; response N-counts were also generated. The descriptive statistics included means, standard deviations, and N-counts for those items that required the reporting of numbers of individuals, and for those items that used rating scales. These statistics included measures of "average" numbers, or ratings, in addition to measures of the variability of responses to the items. At the bottom of each table presented in this status report is a response key indicating all possible answers to the referenced survey item.

Because of the comprehensive nature of the survey questionnaire and the varying practices of the institutions, not all institutions responded to all of the survey items. Some of the institutions surveyed were established over one hundred years ago, while others opened their doors to students fewer than ten years ago. As a result, great variance exists in the availability of records on the use of tests by these institutions and, therefore, in their ability to respond.

Profile of Responding Institutions

Though the nation's two-year colleges resemble one another in several fundamental ways, they also differ in a number of important respects, including size, control, and composition of the student body. At the onset, it was believed that the effects of some of these differences on the institutions' testing policies and practices should be studied by the survey. Accordingly, a section of the survey was devoted to collecting information descriptive of the responding institutions. The institutions were asked to describe themselves in terms of the following nine characteristics.

1. Institutional type: comprehensive community/junior college, vocational/technical institute, or other two-year college
2. Institutional control: public or nonpublic
3. Size of community in which institution is located: very large city, large city, medium city, or small city/town
4. Percent of the population unemployed in the primary service area
5. Median family income in the primary service area
6. Percent of ethnic minorities in the primary service area
7. Percent of ethnic minorities on professional staff
8. Percent of part-time students
9. Percent of total enrollment represented by ethnic minorities

Types of Institutions

Included among the institutions that responded to the questionnaire were two-year colleges located in the U.S., Puerto Rico, U.S. territories, and U.S.-operated colleges overseas. As indicated in Figure 1, 77 percent of the responding colleges are comprehensive community/junior colleges. Only 14 percent are vocational/technical institutes, and 9 percent indicated that they are neither comprehensive nor vocational two-year institutions. Figure 2 shows the breakdown according to institutional control: 92 percent are public institutions and 8 percent are private institutions.

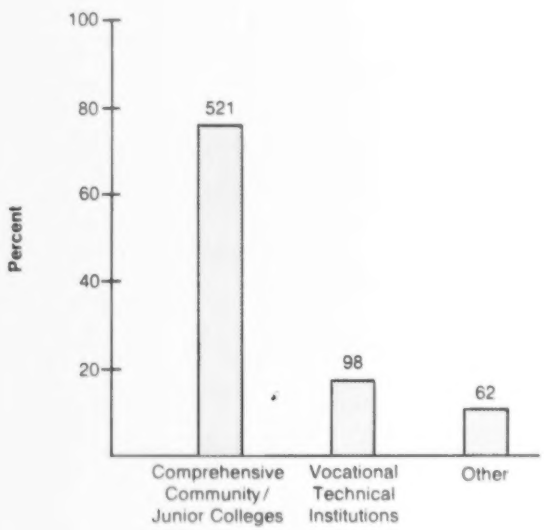

Figure 1
Profile of Type Institutions Responding to the Survey

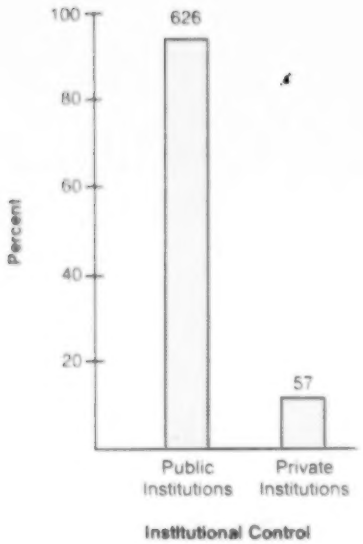

Figure 2
Profile of Control of Institutions Responding to the Survey

Community Size

As illustrated in Figure 3, the majority (58 percent) of two-year colleges completing the questionnaire serve communities with populations of 50,000 or less. Seventeen percent serve mid-size communities of 50,000 to 99,999, 14 percent serve large city communities of 100,000 to 499,999, and 12 percent serve very large city communities of 500,000 or more.

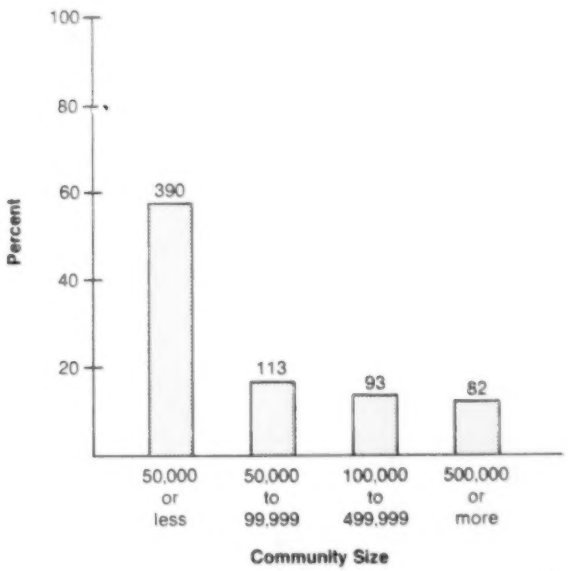

Figure 3
Profile of Community Size Represented by Institutions Responding to the Survey

Unemployment in Primary Service Area

As of the 1984 census, the average national area unemployment rate was 7.5 percent. Consistent with that percentage, the colleges report that, on average, their primary service areas' unemployment rates range from 5 to 10 percent.

Median Household Income in Service Area

The diversity of the institutions that responded to the questionnaire can also be reflected by looking at the income levels of the families of enrolled students. As illustrated in Figure 4, more than one-third of the institutions reported that the average household income of the geographic region they serve is $14,000 or less. Approximately 10 percent reported median income levels under $8,999 and about 26 percent reported levels between $9,000 and $14,000. In contrast, another 37 percent reported median income levels of between $15,000 and $20,000. The remainder, approximately 26 percent, reported average household incomes of $21,000 or more a year.

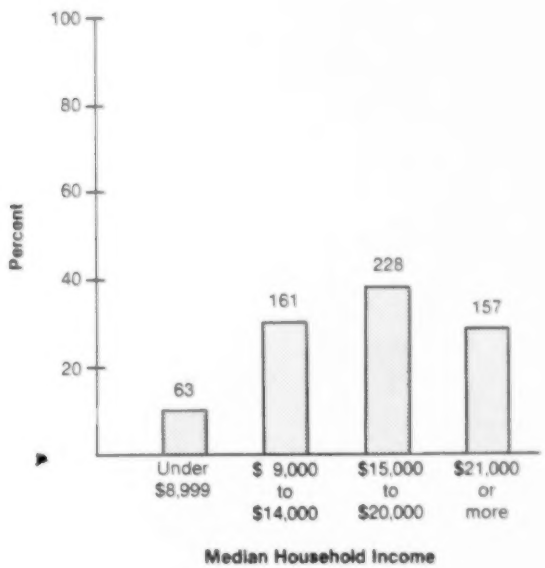

Figure 4
Profile of Median Household Income in Service Area of Institutions Responding to the Survey

Minority Representation: Enrollment and Primary Service Area

Although detailed student enrollment information was not reported according to ethnic/racial background, the data indicated that minority enrollments are approximately proportionate to the percent of minorities in the two-year college service area. As indicated in Figure 5, 34 percent of the institutions reported that their primary service areas are comprised of fewer than 10 percent ethnic minorities. Thirty-eight percent indicated that their minority

enrollments as of fall 1984 were below ten percent. Institutions with 10 to 25 percent and 26 to 50 percent ethnic minorities in their primary service areas reported minority enrollments in about the same proportions.

Until the late 1970s and early 1980s, minority students comprised a disproportionately large share of the total enrollments in two-year colleges (Olivas, 1980). Participation rates in higher education have changed in the last few years (Lee, J., 1985). Increasingly, two-year colleges are located in suburban areas which attract fewer blacks and Hispanic groups. Not surprisingly then, blacks are less likely, and Hispanics a little more likely, than the general population to attend two-year colleges today than a few years ago (Lee, V., 1985).

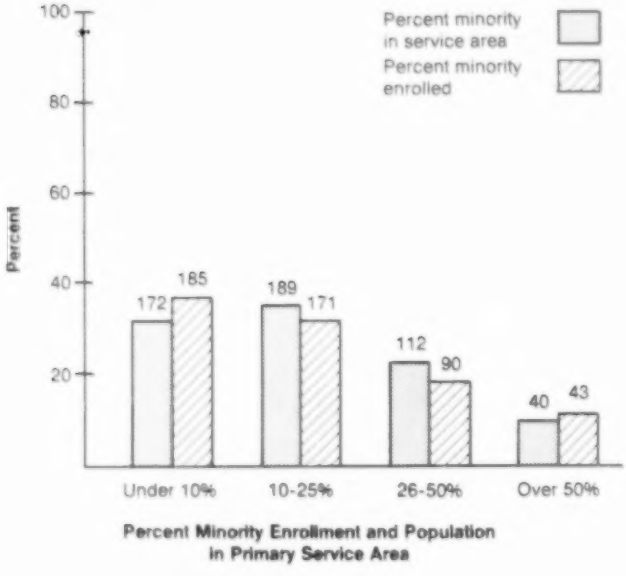

Figure 5
Profile of Percent of Enrolled Students and Population Who Are Minority in Primary Service Area

Minority Representation: Professional Staff

An item in the questionnaire on staffing patterns asked respondents to describe the administrative staff, faculty, professional support staff (which includes counseling and learning support staff), and all other support staff by sex and racial ethnic group. Because such data are not available in disaggregated form at many institutions, they did not report the specific number of blacks, Hispanics, and other ethnic minorities at the two-year colleges. However, the data do indicate that the overall proportion of minority staff at the two-year colleges is lower than either the proportion of minorities in primary service areas or the proportion of minorities enrolled at participating institutions. As illustrated in Figure 6, about 65 percent of the colleges reported that minorities comprise less than 10 percent of the total staff, 27 percent reported that minorities comprised 10 to 25 percent of their staff, 4 percent reported that minorities made up 26 to 50 percent of their staff, and 5 percent reported that minorities made up over 50 percent of their staff.

A review of the survey responses revealed that the presence of minority staff is greatest in urban institutions. On the average, the administrative staff of most urban two-year colleges is 10 percent minority and the professional support staff is 26 percent minority.

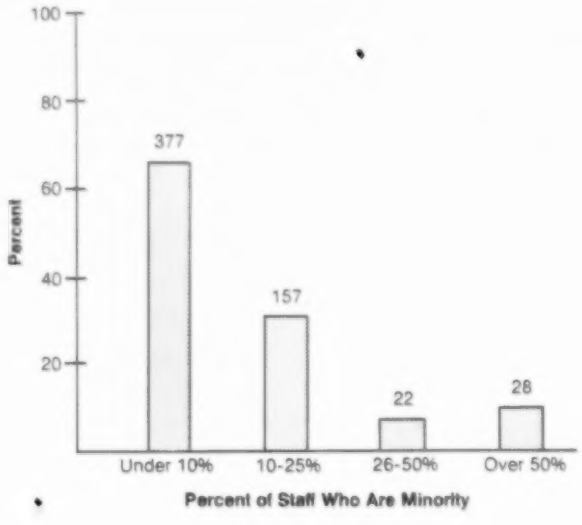

Figure 6
Profile of Percent of Staff Who Are Minority of Institutions Responding to the Survey

Part-time Students

The part-time student population at most two-year colleges is substantial. Figure 7 illustrates that 48 percent of the institutions list over 60 percent of their enrollments as part-time students. Another 33 percent indicated part-time enrollment to be 36 to 60 percent; 19 percent reported part-time enrollment to be under 35 percent of the total enrollment.

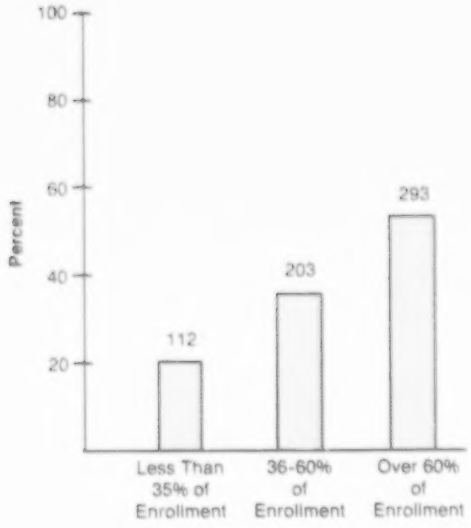

Figure 7
Profile of Percent of Student Population Which Is Part-time of Institutions Responding to the Survey

Profile Summary

The typical two-year college that participated in this study is a public, comprehensive community college. It may be located either in a small town or city, or in a larger community, with unemployment averaging between 5 and 10 percent. The median household income of the families of enrolled students is between $15,000 and $20,000. Less than 10 percent of the total student enrollment or the professional staff comes from ethnic minority groups and over 60 percent of the students attend the institution on a part-time basis.

The data collected through the survey questionnaire describe a very diverse group of institutions. These institutions are striving to accomplish their respective missions by providing relevant programs of study to increasingly heterogeneous student populations. In the midst of this challenge, they continue to be concerned with identifying and implementing equitable academic policies and practices that increase the number of individuals well-prepared for contributing roles in our society.

TRENDS AND ISSUES IN THE USE OF TESTS IN TWO-YEAR POSTSECONDARY INSTITUTIONS

Admissions Testing: Policies and Practices

Only limited information is available about institutional admissions practices at two-year colleges. Thus, a major objective of the survey conducted by ACT and AACJC was to document current practices and trends in institutional admissions of two-year postsecondary institutions. This objective includes an examination of how tests are used in the admissions process.

Of the 683 institutions that responded to an item in the survey about institution-wide admissions processes, 79 percent reported that they accept all persons 18 years of age or older with a high school diploma or its equivalent. The data (see Table 1) reveal that when institutions are selective, their admissions criteria tend to be slightly more demanding if they are nonpublic or private institutions. A similar observation can be made for institutions where the percentage of part-time students is less than 35 percent. The data also reveal that the percentage of institutions using some combination of the admissions requirements identified in the item is probably quite high, and this is the reason why a substantial number of institutions selected the "other" category.

One of the items in the survey asks: "How is the test information used in the institutional admissions process?" Seventy-nine percent of the 676 colleges answering the item said that test information is not used to make institutional admissions decisions. A closer look at the responses to this item (see Table 2), however, reveals that test information is used more often in the private and technical institutions than it is in the public comprehensive institutions.

- Of the 55 nonpublic institutions that responded to the item, 36 percent, compared to 8 percent of the public institutions, indicated that some students are denied admission based on test scores and other criteria.
- A higher percentage of vocational/technical institutions and other noncomprehensive two-year institutions use test score information more often than comprehensive community/junior colleges to deny students admission.

Data about past and projected future uses of test information in the admissions process (see Table 3) suggest that the majority of two-year colleges that have not historically used tests in their admissions processes have not made any recent changes in their practices. However, both public and private institutions report that they are more likely to use tests in the admissions process in the future. There is also an indication that tests will be used for admissions more frequently by institutions where greater numbers of minority students are enrolled. A little more than one-third of the institutions reporting minority enrollments of 51 percent or more indicate that tests are already important to the admissions process. And, over 40 percent of the institutions having over 50 percent minority representation in the primary service area, among both professional staff and students, forecast increased use of tests in admissions in the future.

As reported in Table 4, 37 percent of 671 institutions reported that they felt increased pressure for the expanded use of tests in admissions. Public institutions that, unlike many of their nonpublic counterparts, have not used tests in the admissions process much in the past, indicate a slightly higher percentage of pressure to use them in the future. Similarly, increased pressure is also observed among institutions located in large communities where the percent of minorities on the professional staff is above 51 percent. The primary source of pressure for increased use of tests is the faculty, though other sources include the administration, the legislature, and the institutional governing board. Faculty pressure is particularly significant in vocational/technical institutes and other noncomprehensive community/junior colleges.

If we characterize the extensive pressure from faculty to use academic skills testing in the institutional entry process as potential resistance to continuing the open door admissions policy, then the institutional responses to questions about past, present, and future testing practices with first-time entering students may suggest a potential shift in two-year college academic skills testing practices in the future.

Tables 5A and 5B describe the extent to which academic skills testing is used with first-time entering students. Table 5A compares present and past testing policies or practices for students at entry. Table 5B compares present and future testing policies or practices for students at entry. The responses to Question 16 ("Which statement best describes your institution's policies or practices about testing the academic skills of first-time entering students?") have been tallied and are reported in the columns of the table. The responses to Item 21 ("Which of the responses (1-7) from Question 16 best describes the testing policies and practices previously in effect?") and Item 23 ("Which of the responses (1-7) from Question 16 best describes the policies and practices that you expect will be implemented by 1987-88?") have been recorded in the rows of the tables.

For illustrative purposes, the entries in the cell formed by the intersection of Row 1 and Column 1 of Table 5A are interpreted as follows. The number "2" in parentheses (indicating an N-count) reveals that two colleges reported that they did not in the past, and do not presently, require or advise students to take academic skills tests at entry. The entry in Column 1, Row 3 indicates that one college which does not presently advise or require testing of first-

TABLE 1

Comparison of Institution-wide Admissions Process
(Percentages)

Reference Group	N	Item 15[a] 1	2	3	4	5
Total Respondents	676	45	34	3	4	13
1. Type Institution						
Comprehensive Comm./Jr. College	516	51	34	2	2	11
Voc/Tech Institute	97	37	33	6	7	17
Other 2-year College	61	10	36	15	18	21
2. Control Institution						
Public	620	49	34	2	3	13
Nonpublic	56	9	30	21	20	20
3. Community Size						
Over 500,000	80	50	26	4	4	16
100,000 - 499,999	93	53	23	3	4	17
50,000 - 99,999	111	43	37	3	5	12
Under 50,000	387	43	38	4	4	12
4. Percent Unemployed in Primary Service Area						
Under 5%	97	38	41	2	4	14
5% to 10%	382	47	32	4	4	12
11% or more	170	47	35	2	4	12
5. Median Household Income in Service Area						
Below $9,000	63	33	44	2	10	11
$ 9,000 - $14,999	159	38	42	3	7	10
$15,000 - $20,999	227	51	31	2	2	14
$21,000 - above	154	53	27	5	2	13
6. Percent Minorities in Primary Service Area						
Less than 10%	171	43	40	4	1	11
11% - 25%	189	52	32	3	2	12
26% - 50%	109	46	32	1	8	13
51% - above	40	48	35	3	5	10
7. Percent Minorities on Professional Staff						
Less than 10%	375	42	37	4	4	14
11% - 25%	176	53	31	2	3	10
26% - 50%	23	57	26	0	4	13
51% - above	28	39	32	0	7	22
8. Percent Part-time Students						
0% - 35%	110	13	40	10	16	21
36% - 60%	202	44	40	2	4	11
61% - 99%	291	57	30	1	1	11
9. Percent Minority Enrollment						
0% - 10%	184	41	41	4	1	14
11% - 25%	189	50	33	3	3	11
26% - 50%	94	64	20	0	3	13
51% - above	44	52	34	0	2	11

[a]Response Key for Item 15—"Which statement best describes institution-wide admissions process?"
N = The number of institutions responding
1 = All persons of a specified age or older are admitted upon application, regardless of their high school graduation status
2 = All persons with a high school diploma or the equivalent are admitted upon application
3 = All persons with a high school diploma or the equivalent and who achieved some specified minimum level of GPA in high school are admitted upon application
4 = All persons with a high school diploma or the equivalent and who achieved a specified score(s) on a designated test battery are admitted upon application
5 = Other

TABLE 2

Description of Uses of Test Information as Part of the Admissions Process
(Percentages)

Reference Group	N	Item 24[a] 1	2	3	4	5	6
Total Respondents	669	73	3	10	4	6	21
1. Type Institution							
Comprehensive Comm./Jr. College	510	81	2	6	2	4	18
Voc/Tech Institute	97	43	12	19	7	12	34
Other 2-year College	60	47	3	33	7	22	17
2. Control Institution							
Public	614	75	3	8	3	5	21
Nonpublic	55	42	4	36	7	20	20
3. Community Size							
Over 500,000	77	70	3	12	5	3	23
100,000 - 499,999	93	74	4	9	8	11	20
50,000 - 99,999	110	76	4	7	3	8	16
Under 50,000	384	72	3	11	3	6	21
4. Percent Unemployed in Primary Service Area							
Under 5%	98	69	3	11	4	6	20
5% to 10%	381	73	3	11	4	7	21
11% or more	165	76	4	4	3	4	22
5. Median Household Income in Service Area							
Below $9,000	61	62	3	10	3	8	25
$ 9,000 - $14,999	156	70	5	10	4	7	22
$15,000 - $20,999	226	77	3	9	4	7	17
$21,000 - above	155	75	3	8	2	5	22
6. Percent Minorities in Primary Service Area							
Less than 10%	170	70	1	10	4	7	24
11% - 25%	186	80	3	5	3	4	19
26% - 50%	110	66	9	8	6	11	23
51% - above	40	75	5	8	5	3	18
7. Percent Minorities on Professional Staff							
Less than 10%	373	71	2	13	3	7	21
11% - 25%	155	76	5	3	5	7	22
26% - 50%	22	77	9	5	9	5	18
51% - above	26	65	8	12	4	0	19
8. Percent Part-time Students							
0% - 35%	108	57	6	23	8	14	16
36% - 60%	199	72	5	9	4	7	24
61% - 99%	290	81	1	4	1	1	22
9. Percent Minority Enrollment							
0% - 10%	184	74	2	12	3	4	22
11% - 25%	170	77	3	5	3	6	22
26% - 50%	87	77	7	5	2	6	22
51% - above	43	65	2	5	2	0	33

[a]Response Key for Item 24—"Current Use of Test Information in Admissions Process"
N = The number of institutions responding
1 = Test information is not used in admissions decisions
2 = Some students are denied admission to the institution based solely on their test performance
3 = Some students are denied admission to the institution based on a combination of their abilities as measured both by the test and by other criteria such as high school transcript or GPA
4 = Some students are admitted solely on their test performance
5 = Some students with a poor high school record are admitted because of test scores
6 = Other

TABLE 3

Comparison of Former and Future Use of Test Information in the Admissions Process
(Percentages)

	Item 25[a]					Item 26[b]			
Reference Group	N	1	2	3	4	N	1	2	3
Total Respondents	670	44	23	2	31	671	29	1	70
1. Type Institution									
Comprehensive Comm./Jr. College	512	49	22	1	27	511	30	1	69
Voc/Tech Institute	98	24	29	4	44	98	30	2	68
Other 2-year College	58	31	22	3	43	60	20	2	78
2. Control Institution									
Public	615	45	23	2	30	615	29	1	70
Nonpublic	55	26	29	6	40	56	30	2	68
3. Community Size									
Over 500,000	78	42	28	1	28	78	33	1	65
100,000 - 499,999	90	51	28	1	20	89	28	1	71
50,000 - 99,999	112	52	16	2	30	112	31	2	67
Under 50,000	385	40	23	2	34	387	28	1	71
4. Percent Unemployed in Primary Service Area									
Under 5%	97	50	21	1	29	97	25	1	74
5% to 10%	381	42	24	2	32	383	29	1	70
11% or more	167	46	24	2	29	166	32	1	68
5. Median Household Income in Service Area									
Below $9,000	63	32	27	2	40	63	38	2	60
$ 9,000 - $14,999	157	41	24	—	35	158	30	—	70
$15,000 - $20,999	227	46	21	2	30	226	27	1	72
$21,000 - above	152	49	26	3	22	151	29	1	70
6. Percent Minorities in Primary Service Area									
Less than 10%	170	41	22	4	32	170	29	1	70
11% - 25%	186	48	24	—	28	186	26	1	73
26% - 50%	110	39	27	1	33	109	33	1	66
51% - above	40	48	28	3	23	40	48	3	50
7. Percent Minorities on Professional Staff									
Less than 10%	372	43	23	2	32	372	27	1	72
11% - 25%	176	44	27	1	28	175	31	—	69
26% - 50%	23	52	26	—	22	23	26	—	74
51% - above	27	48	19	—	33	27	44	—	56
8. Percent Part-time Students									
0% - 35%	109	31	24	5	40	111	27	2	71
36% - 60%	201	40	25	2	33	202	26	1	73
61% - 99%	289	52	23	1	25	287	31	1	68
9. Percent Minority Enrollment									
0% - 10%	183	48	21	2	30	185	28	2	70
11% - 25%	188	50	21	1	28	184	28	1	71
26% - 50%	93	41	29	2	28	92	33	—	64
51% - above	44	48	34	—	18	45	44	—	56

[a]Response Key for Item 25—"Compared to 1981-82, how are tests used in admissions?"
N = The number of institutions responding
1 = Test information was not used in the admissions process in 1981-82 and is not used now
2 = More important now
3 = Less important now
4 = No change in use from then to now

[b]Response Key for Item 26—"Compared to 1984-85, how will tests be used in 1987-88?"
N = The number of institutions responding
1 = Test information will be used in the admissions process more in 1987-88 than 1984-85
2 = Less use than today
3 = No change in use expected from 1984-85

TABLE 4

Comparison of Pressure for Expanded Use of Tests in the Admissions Process
(Percentages)

Reference Group	Item 27[a]			Item 28[b]					
	N	1	2	N	1	2	3	4	5
Total Respondents	671	37	63	266	18	49	12	9	12
1. Type Institution									
Comprehensive Comm./Jr. College	511	39	61	208	19	47	14	8	12
Voc/Tech Institute	97	41	59	41	7	56	5	17	15
Other 2-year College	61	20	80	16	31	56	6	—	6
2. Control Institution									
Public	615	38	62	245	18	47	13	10	12
Nonpublic	56	29	71	21	14	71	5	—	10
3. Community Size									
Over 500,000	79	43	57	39	15	49	13	13	10
100,000 - 499,999	90	36	64	36	17	44	17	14	8
50,000 - 99,999	111	42	58	43	23	37	19	14	7
Under 50,000	386	35	65	145	18	53	10	5	15
4. Percent Unemployed in Primary Service Area									
Under 5%	96	39	62	39	28	46	10	5	10
5% to 10%	382	38	62	160	18	46	15	11	11
11% or more	166	36	65	59	15	53	7	9	17
5. Median Household Income in Service Area									
Below $9,000	62	36	65	24	17	50	25	4	4
$ 9,000 - $14,999	156	32	68	62	15	50	10	11	15
$15,000 - $20,999	228	42	58	92	19	49	10	8	15
$21,000 - above	153	39	61	63	18	48	18	10	8
6. Percent Minorities in Primary Service Area									
Less than 10%	170	38	62	75	21	59	1	5	13
11% - 25%	185	38	62	77	21	44	18	9	8
26% - 50%	109	42	58	45	9	53	16	9	13
51% - above	40	35	65	14	21	36	14	7	21
7. Percent Minorities on Professional Staff									
Less than 10%	373	35	65	149	23	52	9	5	12
11% - 25%	177	40	61	70	14	46	16	10	14
26% - 50%	23	35	65	8	13	25	13	38	13
51% - above	27	52	48	12	17	50	8	17	8
8. Percent Part-time Students									
0% - 35%	111	30	70	40	18	48	10	13	13
36% - 60%	200	39	62	79	18	62	6	5	9
61% - 99%	288	38	62	121	18	42	16	10	14
9. Percent Minority Enrollment									
0% - 10%	184	41	59	84	23	50	7	7	13
11% - 25%	186	36	65	75	20	48	16	8	8
26% - 50%	93	38	62	32	9	47	13	9	22
51% - above	44	46	55	20	10	30	15	25	20

[a]Response Key for Item 27—"Increased pressure for expanded use of tests in admissions"
N = The number of institutions responding
1 = Yes, there is increased pressure for expanded use of tests in the admissions process
2 = No, there is not increased pressure to use tests

[b]Response Key for Item 28—"Primary source of pressure to use tests in admissions"
N = The number of institutions responding
1 = Administration is the primary source of pressure to use tests
2 = Faculty is primary source
3 = Legislature is primary source
4 = Governing Board is primary source
5 = Other

TABLE 5A

Comparison of Present and Past Testing Policies or Practices for First-time Entering Students
(Percentages, N-counts)

Past, 1981-82 (Item 21)[a]	**Present** (Item 16)[a]							
	1	2	3	4	5	6	7	8
1	67 (2)	24 (16)	16 (24)	36 (11)	31 (8)	26 (5)	75 (3)	—
2	—	24 (16)	3 (5)	10 (3)	4 (1)	—	—	—
3	33 (1)	13 (9)	21 (31)	3 (1)	—	5 (1)	—	—
4	—	9 (6)	16 (23)	23 (7)	12 (3)	11 (2)	25 (1)	—
5	—	13 (9)	16 (23)	—	15 (4)	11 (2)	—	—
6	—	12 (8)	20 (29)	7 (2)	19 (5)	16 (3)	—	100 (1)
7	—	6 (4)	8 (11)	23 (7)	19 (5)	32 (6)	—	—

[a]Response Key for Items 16 and 21—"Which statement best describes your past or present policies or practices about testing first-time entering students?"
N = The number of institutions responding
1 = No students are advised or required to take an academic skills test, or to submit scores
2 = All first-time students are required to take an academic skills test, or to submit scores
3 = Most first-time students are required to take an academic skills test, or to submit scores
4 = Few first-time students are required to take an academic skills test, or to submit scores
5 = All first-time students are advised, but not required, to take an academic skills test, or to submit scores
6 = Most first-time students are advised, but not required, to take an academic skills test, or to submit scores
7 = Few first-time students are advised, but not required, to take an academic skills test, or to submit scores
8 = Other

TABLE 5B

Comparison of Present and Future Testing Policies or Practices for First-time Entering Students
(Percentages, N-counts)

Future, 1987-88 (Item 23)[a]	**Present** (Item 16)[a]							
	1	2	3	4	5	6	7	8
1	18 (3)	4 (1)	—	—	—	—	—	—
2	35 (6)	96 (23)	49 (51)	13 (5)	58 (18)	43 (6)	40 (2)	50 (1)
3	18 (3)	—	48 (50)	56 (22)	29 (9)	57 (8)	40 (2)	50 (1)
4	6 (1)	—	—	10 (4)	—	—	—	—
5	12 (2)	—	3 (3)	10 (4)	13 (4)	—	20 (1)	—
6	6 (1)	—	—	8 (3)	—	—	—	—
7	6 (1)	—	—	3 (1)	—	—	—	—

[a]Response Key for Items 16 and 23—"Which statement best describes your present and future policies or practices about testing first-time entering students?"
N = The number of institutions responding
1 = No students are advised or required to take an academic skills test, or to submit scores
2 = All first-time students are required to take an academic skills test, or to submit scores
3 = Most first-time students are required to take an academic skills test, or to submit scores
4 = Few first-time students are required to take an academic skills test, or to submit scores
5 = All first-time students are advised, but not required, to take an academic skills test, or to submit scores
6 = Most first-time students are advised, but not required, to take an academic skills test, or to submit scores
7 = Few first-time students are advised, but not required, to take an academic skills test, or to submit scores
8 = Other

time entering students did require such testing of most students in the past. In both examples, the numbers to the left of the N-counts represent the percent of the total number of respondents for that response option. The percentages reported under each column sum to 100.

The combined entries in Row 1 of Table 5A indicate that 51 of the 69 institutions which did not require or advise students to take tests at entry in the past now require academic skills tests of their students. This figure is obtained by summing the N-counts under columns 2, 3, and 4. Similarly, the combined entries indicate that 16 of the 25 institutions that required academic skills testing of all students in the past continue to do so today.

The entry associated with Column 2, Row 2 of Table 5B indicates that 96 percent of the institutions now testing all students at entry plan to continue such testing in the future. Of the institutions that now require testing of most first-time students, 49 percent anticipate changing their requirements in the future so that all students will be tested at entry (Row 2, Column 3).

Several community college systems are taking definite steps to incorporate testing of first-time students in their future practices and policies. If the California Community Colleges Student Matriculation Plan (April, 1984) is an example of future practices in two-year colleges nationally, then CEOs and their staffs are becoming increasingly more "concerned that testing programs should be expanded 'college-wide,' both in the sense that all, or nearly all, new students participate and in the sense that assessment be adopted as advisory or (more likely) mandatory. . . ."

The responding institutions do not believe that the current or future use of testing related to the admissions process is associated with lower enrollments from special needs populations. As reported in Table 6, over 80 percent of the respondents indicated that the use of tests in the admissions process has had no systematic effects on the enrollment patterns of ethnic minorities and older students. Five percent of the institutions located in communities with populations of 500,000 or more indicated that fewer numbers of minority students are likely to apply and enroll in an institution if testing is used in the admissions process. Where minority staff size was between one-fourth and one-half of the total professional staff, minority students were more likely to apply and enroll in an institution even though testing was used in the admissions process. The effects of testing for admissions on older students are less apparent.

Summary of Admissions Testing: Policies and Practices

It appears that, for the most part, individuals over the age of 18 are able to pursue a two-year postsecondary education. Few institutions employ testing admissions procedures that exclude even minimally prepared students. However, academic skills testing, administered as part of the enrollment process, is widely subscribed to by two-year institutions. In general, two-year college institutional admissions policies and practices reported by the respondents to the questionnaire used in this study can be described as follows.

- The majority of community colleges practice open door admissions and accept all persons 18 years of age or older with a high school diploma or its equivalent.
- Academic skills testing for first-time entering students is widely subscribed to by two-year postsecondary institutions now and is likely to be used more in the future. The expectation is that institutions will continue to use academic skills tests for general guidance purposes and increase their use in institutional admissions/decision-making.
- Private and vocational/technical institutions are more likely to use test information to deny admissions than other institutions.
- Most institutions indicate that the use of tests in the admissions process has had no systematic effects on the enrollment patterns of ethnic minorities. Institutions with a significant percentage of minority staff members, with large percentages of minorities in the primary service area, or fairly large percentages of minority students enrolled, project that test information will be used more in the admissions process in 1987-88 than it is used now or was used in the past.
- The greatest use of admissions testing occurs in nonpublic or private institutions.
- Most institutions report that the primary source of pressure for expanded use of tests in the admissions process comes from the faculty.

Differing admissions testing practices are observed across institutions as a function of heterogenity or diversity in the characteristics of the community, staff, and student populations associated with the institutions. There are both positive and negative aspects to the increased use of testing for institutional admissions that will affect the future of two-year colleges and their accessibility to nontraditional students. If academic skills testing is used to obtain a more complete profile of students' strengths and weaknesses, and the results of this testing are used for counseling and student development, then the benefits to the students and the schools can be significant. However, if academic skills testing, and even the limited amount of admissions testing now done in two-year colleges for institutional entry, are used to limit the enrollments of students presumed to be unable to compete with more traditional students in the academic environment, then the effects of these uses of tests will require close scrutiny since they directly affect one of the traditional goals of two-year postsecondary institutions.

TABLE 6

Comparison of the Effect on Minority and Older Students of the Institution's Use of Test Information in Admissions
(Percentages)

Reference Group	Item 30[a]—Minority Students						Item 31[b]—Older Students					
	N	1	2	3	4	5	N	1	2	3	4	5
Total Respondents	652	32	51	2	4	11	650	33	53	3	3	9
1. Type Institution												
Comprehensive Comm./Jr. College	498	35	49	2	4	11	495	35	50	3	3	9
Voc/Tech Institute	94	18	65	—	4	13	94	18	69	1	2	10
Other 2-year College	58	28	50	7	2	14	59	34	49	5	—	12
2. Control Institution												
Public	595	32	51	2	4	11	594	32	53	3	3	9
Nonpublic	57	32	47	7	2	12	56	38	45	2	4	13
3. Community Size												
Over 500,000	75	31	45	5	4	15	73	33	53	1	—	12
100,000 - 499,999	86	34	42	4	5	16	86	38	44	4	4	11
50,000 - 99,999	109	37	50	2	5	7	111	37	53	3	2	5
Under 50,000	377	30	55	2	3	10	375	30	54	3	3	9
4. Percent Unemployed in Primary Service Area												
Under 5%	93	37	46	2	2	13	96	34	47	4	2	13
5% to 10%	374	30	54	3	5	10	367	32	53	3	3	10
11% or more	162	35	48	1	3	13	164	34	56	2	2	6
5. Median Household Income in Service Area												
Below $9,000	62	27	60	3	3	7	61	26	66	3	2	3
$ 9,000 - $14,999	152	24	55	5	4	12	153	24	59	4	3	10
$15,000 - $20,999	224	33	51	1	3	13	220	35	52	2	2	9
$21,000 - above	147	38	43	1	5	13	148	38	44	3	2	14
6. Percent Minorities in Primary Service Area												
Less than 10%	164	37	52	1	1	9	165	36	52	—	2	10
11% - 25%	183	32	48	2	6	14	182	32	52	2	3	11
26% - 50%	105	21	58	6	3	12	105	23	60	6	2	10
51% - above	40	30	55	3	8	5	39	28	59	3	5	5
7. Percent Minorities on Professional Staff												
Less than 10%	362	33	53	2	2	10	359	33	53	2	3	9
11% - 25%	168	29	49	3	5	14	169	31	50	3	4	12
26% - 50%	23	35	30	9	17	9	23	39	44	9	4	4
51% - above	27	44	48	—	—	7	26	42	54	4	—	—
8. Percent Part-time Students												
0% - 35%	109	32	50	5	5	9	111	32	50	5	6	7
36% - 60%	196	26	54	2	4	15	192	29	53	3	3	13
61% - 99%	277	36	49	1	3	11	278	36	51	2	1	9
9. Percent Minority Enrollment												
0% - 10%	181	38	51	—	2	9	180	38	51	1	2	9
11% - 25%	176	34	43	4	3	15	177	36	43	5	2	14
26% - 50%	90	28	54	—	4	13	90	28	59	2	3	8
51% - above	44	27	50	5	9	9	43	28	56	5	2	9

[a]Response Key for Item 30—"Effect on minority students"
N = The number of institutions responding
1 = No effect, since we don't use tests
2 = No effect, although we use tests
3 = It has led to fewer numbers of minority students applying and enrolling
4 = It has led to increased numbers of minority students applying and enrolling
5 = Other

[b]Response Key for Item 31—"Effect on older students"
N = The number of institutions responding
1 = No effect, since we don't use tests
2 = No effect, although we use tests
3 = It has led to fewer numbers of older students applying and enrolling
4 = It has led to increased numbers of older students applying and enrolling
5 = Other

Placement Testing: Policies and Practices

There are critical points in the "educational pipeline" (Astin, 1982) where certain groups of students drop out more often than other students. Some students drop out because they lack information about what is expected of them in the educational environment; many times they lack confidence in their abilities to achieve at a given point; many times they are underprepared, both academically and mentally, to meet the standards established by the system. One common point of frustration in higher education for some students occurs at entry or placement into specialized programs or courses of study. Program entry is often referred to as program admissions. Some institutions, particularly in the two-year college sector, refer to this activity as placement. To make clear the distinction between general institutional admissions requirements and program entry requirements, references to course and program enrollment in this report will be referred to as placement.

Data from the survey conducted by ACT and AACJC indicate that pre-placement testing or assessment is increasingly becoming a major element in directing students to specific areas of study. Used as one component of a guidance system, placement testing can be a valuable tool for providing students with feedback about the skills they need for success in college courses. On the other hand, it can be used to limit students' access to specialized programs or courses of study. One purpose of this study is to examine the extent of testing done in two-year colleges for program and course placement. More specifically, the study seeks to describe the particular ways in which testing is used in placement activities: to document the extent to which placement testing is advisory or mandatory in community colleges and its effects on the numbers of students entering specialized programs of study or taking selective courses designated as prerequisites for program entry.

Earlier in this report, in the section describing admissions policies and practices, it was observed that two-year colleges are administering academic skills tests to first-time entering students but that the test results are being used for purposes unrelated to institutional admissions. One frequent use of these results is for program and course placement.

Table 7 contains data about the present and future use of tests for course placement for first-time entering students. Ninety-two percent of the institutions presently use tests for course placement with their first-time entering students. More than 40 percent of the comprehensive community/junior colleges indicate that test scores are used for placement recommendations; they also indicate that students have the choice of accepting or rejecting the recommendations. However, these same respondents indicate that, in the future, they will use test scores in a more prescriptive manner, i.e., they will require students to enroll in specific courses (including remedial courses) based on test score performance.

The majority of vocational/technical and private two-year institutions already use test scores as prerequisites for course placement. Although the survey data indicate that vocational/technical colleges will continue this practice in the future, a few private colleges anticipate becoming more lenient in their practices.

Consistent with the data reported earlier about the admissions policies and practices in two-year colleges, the mandatory use of tests for placement seems to increase as the percentage of minorities on the professional staff, in the community, and in the student body, increases.

Sometimes institutional placement decisions for specific programs or majors are dependent on additional testing requirements or even admissions/entry quotas. These quotas are often imposed by authorities external to the institution but enforced by faculty in the specific disciplines. Students interested in specialized programs of study at the two-year college level can expect tests to be used increasingly as part of the entry process for the most popular programs or majors.

Table 8 reports data on the average headcount enrollment and use of tests in the admissions/entry process for the 20 most popular academic programs at participating two-year institutions. These data reveal that the program of study most involved with testing is Registered Nursing. In general, the use of testing has increased slightly in all but four of the most popular programs of study since 1981-82. The four exceptions are: General Business, Math/Science, Computer Technology, and Miscellaneous Courses (including a group of courses that could not be classified within the categories used for this study). The greatest increase in the use of testing has occurred in the following programs of study: Data Processing, Business Computer Programs, Accounting, Registered Nursing, Secretarial Science, and Electronic Technology. According to the survey responses, all but three of the most popular programs will show an increase in the use of tests in the future for program admissions and placement functions. As reported in Table 9, the mathematical and language usage content areas will be the focal points of increased placement testing in the next two to three years.

Among the basic skill areas, placement testing is currently most widely used in the English and mathematics areas. As is evident in Table 10, most institutions indicated general satisfaction with the test instruments currently used for this purpose with first-time entering students.

Advanced placement is also an issue that more two-year colleges are addressing through the use of specialized tests. References to advanced placement in the questionnaire refer to the recommendation of advanced rather than standard entry-level courses, usually in the general education sequence of a program of study. Although one-third of the institutions reported that tests are not currently used for advanced placement, the same proportion of respondents (see Table 11) indicated that specialized, non-admissions tests are used for advanced placement purposes. Furthermore, the data indicate an

TABLE 7

Comparison of Present and Future Use of Tests for Course Placement
(Percentages)

Reference Group	Item 36[a]—Present						Item 38[a]—Future					
	N	1	2	3	4	5	N	1	2	3	4	5
Total Respondents	675	8	38	35	13	7	280	4	25	43	24	4
1. Type Institution												
Comprehensive Comm./Jr. College	516	6	41	33	13	7	227	3	24	44	26	4
Voc/Tech Institute	98	12	34	36	13	5	37	8	27	46	16	3
Other 2-year College	59	12	22	51	10	5	15	13	20	33	20	13
2. Control Institution												
Public	621	7	41	33	12	7	268	4	25	42	25	5
Nonpublic	54	11	11	52	20	6	12	—	25	67	8	—
3. Community Size												
Over 500,000	81	6	35	38	15	6	34	—	32	38	24	6
100,000 - 499,999	92	8	36	32	12	13	46	2	22	41	28	7
50,000 - 99,999	113	6	41	43	4	6	46	4	24	52	11	9
Under 50,000	384	8	39	33	15	5	152	5	24	41	27	2
4. Percent Unemployed in Primary Service Area												
Under 5%	99	14	31	33	16	5	38	8	26	32	32	3
5% to 10%	381	7	39	36	12	7	147	4	20	49	23	4
11% or more	169	5	43	32	11	8	82	2	33	40	18	6
5. Median Household Income in Service Area												
Below $9,000	63	10	40	40	6	5	30	7	43	30	17	3
$ 9,000 - $14,999	160	8	38	34	16	5	59	8	22	53	14	3
$15,000 - $20,000	227	9	41	31	12	8	99	3	22	44	24	6
$21,000 - above	154	5	33	41	12	8	62	—	23	44	29	5
6. Percent Minorities in Primary Service Area												
Less than 10%	169	11	44	26	12	7	75	5	32	35	24	4
11% - 25%	189	5	40	33	14	8	81	1	21	48	26	4
26% - 50%	112	3	29	47	13	9	46	—	17	54	20	9
51% - above	39	8	36	44	13	—	19	16	32	37	16	—
7. Percent Minorities on Professional Staff												
Less than 10%	374	8	41	31	13	6	152	4	26	41	25	4
11% - 25%	177	4	35	41	12	9	71	—	13	58	23	7
26% - 50%	22	5	36	32	27	—	16	6	25	50	19	—
51% - above	28	18	25	50	7	—	13	8	39	23	31	—
8. Percent Part-time Students												
0% - 35%	111	14	23	43	16	4	40	13	20	50	18	—
36% - 60%	201	6	42	36	10	6	75	3	33	37	23	4
61% - 99%	291	6	41	32	13	9	134	3	19	48	25	5
9. Percent Minority Enrollment												
0% - 10%	183	10	46	28	10	6	75	4	29	39	24	4
11% - 25%	188	6	38	32	18	6	81	1	19	48	27	5
26% - 50%	93	3	38	43	9	8	41	—	22	49	24	5
51% - above	45	7	40	29	20	4	23	9	30	48	13	—

[a]Response Key for Items 36 and 38—"Identify how tests are used in course placement for first-time entering students; what are these likely to become in 1987-88?"
N = The number of institutions responding
1 = No tests are used for placement
2 = Based on the student's scores, recommendations are made for placement, but the student decides
3 = Based on the student's scores, the student is required to enroll in specific courses, including remedial courses
4 = Based on the student's scores, borderline students may decide; nonborderline students are required to enroll in specific courses
5 = Other

TABLE 8

Average Headcount Enrollment and Use of Tests in Admissions/Entry Process for the 20 Most Popular Academic Programs
(N-counts in parentheses)

	Item 12	Item 35			
Programs	Average Headcount Mean	Tests Are Required %	Admissions Standard Has Increased %	Use of Tests Has Increased Since 1981-82	Use of Tests Will Increase by 1987-88
General Liberal Arts	1357 (247)	.1	.1	.3	.4
Other	1307 (90)	.1	.1	.3	.1
General Business	370 (58)	0	0	0	.1
Data Processing	366 (337)	4.0	2.0	4.0	4.0
Business Management	344 (429)	.3	2.0	4.0	3.0
Math/Science	330 (54)	.3	.1	0	.1
Fine Arts	284 (55)	.1	.1	.3	0
Business Computer Program	257 (193)	2.0	1.0	4.0	4.0
Computer Tech	241 (38)	0	0	0	0
Accounting	230 (410)	.7	2.0	5.0	4.0
Nursing R.N.	214 (369)	35.0	9.0	7.0	5.0
Secretarial Science	184 (504)	2.0	2.0	4.0	5.0
Miscellaneous Courses	176 (158)	.1	0	0	0
Electronic Tech	168 (345)	4.0	2.0	4.2	4.0
Engineering Tech	151 (260)	2.0	.7	2.0	1.0
Travel Services	139 (35)	.1	.4	.4	.1
Police Sci/Security	117 (312)	.7	1.0	3.0	2.0
Education/Spec. Ed.	115 (206)	.9	1.0	2.0	2.0
Industrial Tech	114 (61)	.1	0	.3	0
Fashion Merchandising	107 (47)	.1	0	.3	.1

TABLE 9

Content Areas Where Added Placement Testing Is Anticipated
(Percentages)

Reference Group	Item 45[a]																	
	N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Total Respondents	130	20	10	28	27	32	34	28	25	14	15	13	5	5	8	7	10	4	6
1. Type Institution																			
Comprehensive Comm./Jr. College	108	17	9	26	24	32	34	30	29	15	17	13	5	5	7	8	10	4	7
Voc/Tech Institute	14	43	14	43	43	36	36	29	14	14	14	14	7	7	14	0	0	7	0
Other 2-year College	8	25	13	25	38	38	25	0	0	0	0	13	13	0	0	0	25	0	0
2. Control Institution																			
Public	122	20	11	27	27	32	35	30	27	15	16	14	6	5	8	7	9	4	7
Nonpublic	8	25	0	38	25	38	13	0	0	0	13	0	0	0	0	0	25	0	0
3. Community Size																			
Over 500,000	13	23	23	31	23	46	23	15	8	0	0	8	0	0	0	15	8	8	0
100,000 - 499,999	22	23	14	18	27	27	32	27	27	27	23	9	9	5	9	5	18	0	9
50,000 - 99,999	25	28	12	28	32	28	32	32	16	8	4	16	12	0	16	8	8	12	4
Under 50,000	69	16	6	29	25	32	36	28	30	13	19	15	3	7	6	6	9	1	7
4. Percent Unemployed in Primary Service Area																			
Under 5%	13	23	15	46	31	23	15	23	23	8	8	0	8	0	0	8	15	8	31
5% to 10%	75	21	11	29	28	33	37	29	21	13	11	16	7	7	11	8	8	5	3
11% or more	39	15	8	18	23	31	36	28	33	18	28	13	3	3	5	5	13	0	3
5. Median Household Income in Service Area																			
Below $9,000	14	29	7	29	36	36	21	0	14	0	7	14	7	7	7	0	14	0	7
$ 9,000 - $14,999	30	17	10	30	23	30	37	27	27	13	13	13	3	7	13	7	10	3	3
$15,000 - $20,999	42	19	10	21	24	31	41	31	21	10	12	14	2	5	10	12	5	5	7
$21,000 - above	31	19	10	32	29	36	29	39	29	23	19	13	13	3	3	7	13	7	3
6. Percent Minorities in Primary Service Area																			
Less than 10%	38	16	5	13	26	34	45	34	29	8	13	11	5	3	3	11	8	8	5
11% - 25%	43	26	14	33	26	28	23	28	28	21	16	12	7	2	12	2	9	2	9
26% - 50%	22	18	14	32	23	27	41	23	18	14	18	23	5	14	18	14	9	0	5
51% - above	9	11	11	11	33	44	22	11	22	11	22	11	0	11	0	0	11	0	11
7. Percent Minorities on Professional Staff																			
Less than 10%	75	24	8	33	32	32	35	29	29	15	16	11	3	4	4	7	8	5	5
11% - 25%	29	10	14	14	17	28	35	24	24	17	21	21	3	10	17	10	10	0	7
26% - 50%	2	50	50	0	50	50	0	0	0	0	0	0	0	0	0	0	0	0	0
51% - above	8	25	13	38	38	63	25	13	0	0	0	0	0	0	0	0	13	0	13
8. Percent Part-time Students																			
0% - 35%	19	21	11	37	26	32	26	11	5	0	11	5	5	0	11	0	16	5	0
36% - 60%	36	17	6	31	28	28	33	31	39	19	22	17	6	11	6	11	3	6	8
61% - 99%	61	21	12	23	28	31	34	31	25	13	12	12	2	2	8	3	8	2	8
9. Percent Minority Enrollment																			
0% - 10%	38	24	11	26	34	29	34	29	34	16	16	13	5	5	3	13	11	11	8
11% - 25%	38	29	11	34	29	40	32	34	34	18	16	11	3	0	13	3	5	0	3
26% - 50%	15	13	13	20	27	27	47	33	13	20	20	20	7	13	20	7	13	0	7
51% - above	6	0	0	0	33	17	33	0	0	0	0	17	0	0	0	17	0	0	17

[a]Response Key for Item 45—"Identify the content areas where increased testing is anticipated before 1987-1988"

N = The number of institutions responding
1 = Basic language usage
2 = Advanced language usage
3 = Writing
4 = Reading proficiency
5 = Arithmetic computational skills
6 = Elementary algebra
7 = Intermediate algebra
8 = College algebra
9 = Trigonometry
10 = Calculus
11 = Chemistry
12 = Physics
13 = Anatomy and Physiology
14 = Logic/Problem solving
15 = Mechanical reasoning
16 = Clerical skills
17 = Spatial relations
18 = Other

TABLE 10

Satisfaction With Tests Used in Program Admission and Course Placement
(4=very satisfied, 3=somewhat satisfied, 2=somewhat dissatisfied, 1=very dissatisfied)
(Means, N-counts)

Reference Group	Item 49[a]				
	A	B	C	D	E
Total Respondents	3.23 (306)	3.23 (484)	3.26 (580)	3.23 (562)	3.07 (119)
1. Type Institution					
Comprehensive Comm./Jr. College	3.22 (230)	3.22 (380)	3.28 (462)	3.22 (443)	3.06 (98)
Voc/Tech Institute	3.20 (55)	3.24 (67)	3.12 (67)	3.29 (73)	3.13 (15)
Other 2-year College	3.35 (20)	3.29 (35)	3.24 (49)	3.23 (44)	3.00 (5)
2. Control Institution					
Public	3.23 (291)	3.22 (451)	3.35 (536)	3.22 (523)	3.06 (114)
Nonpublic	3.20 (15)	3.33 (33)	3.36 (44)	3.36 (39)	3.20 (5)
3. Community Size					
Over 500,000	3.16 (37)	3.19 (58)	3.23 (73)	3.22 (69)	3.13 (23)
100,000 - 499,999	3.16 (43)	3.22 (68)	3.28 (80)	3.21 (77)	3.00 (14)
50,000 - 99,999	3.21 (47)	3.28 (72)	3.24 (91)	3.26 (90)	3.14 (14)
Under 50,000	3.26 (175)	3.23 (283)	3.28 (332)	3.24 (323)	3.06 (66)
4. Percent Unemployed in Primary Service Area					
Under 5%	3.21 (39)	3.11 (65)	3.30 (79)	3.17 (76)	2.95 (21)
5% to 10%	3.25 (177)	3.26 (283)	3.26 (337)	3.24 (329)	3.13 (67)
11% or more	3.14 (80)	3.20 (124)	3.21 (144)	3.22 (137)	2.97 (29)
5. Median Household Income in Service Area					
Below $9,000	3.33 (33)	3.30 (46)	3.25 (51)	3.32 (50)	3.36 (11)
$ 9,000 - $14,999	3.30 (83)	3.26 (127)	3.30 (140)	3.30 (140)	3.06 (31)
$15,000 - $20,999	3.14 (106)	3.20 (164)	3.23 (197)	3.17 (189)	3.00 (43)
$21,000 - above	3.16 (58)	3.23 (105)	3.25 (134)	3.15 (125)	3.04 (25)
6. Percent Minorities in Primary Service Area					
Less than 10%	3.17 (69)	3.12 (108)	3.27 (132)	3.14 (129)	3.00 (23)
11% - 25%	3.15 (78)	3.26 (142)	3.28 (173)	3.26 (163)	3.12 (34)
26% - 50%	3.20 (65)	3.24 (95)	3.26 (105)	3.18 (102)	2.88 (26)
51% - above	3.30 (20)	3.09 (32)	3.19 (36)	3.06 (32)	3.63 (8)
7. Percent Minorities on Professional Staff					
Less than 10%	3.12 (155)	3.19 (259)	3.27 (313)	3.20 (304)	2.97 (60)
11% - 25%	3.24 (86)	3.25 (125)	3.20 (146)	3.23 (137)	3.09 (32)
26% - 50%	3.36 (11)	3.71 (14)	3.28 (18)	3.39 (18)	3.67 (6)
51% - above	2.87 (15)	3.00 (17)	3.22 (23)	3.14 (22)	3.25 (4)
8. Percent Part-time Students					
0% - 35%	3.19 (42)	3.31 (67)	3.24 (86)	3.26 (82)	2.95 (19)
36% - 60%	3.26 (102)	3.29 (154)	3.30 (181)	3.25 (177)	3.30 (33)
61% - 99%	3.25 (130)	3.19 (215)	3.25 (257)	3.20 (246)	2.96 (52)
9. Percent Minority Enrollment					
0% - 10%	3.27 (73)	3.19 (118)	3.32 (146)	3.17 (146)	2.97 (30)
11% - 25%	3.17 (81)	3.28 (130)	3.25 (154)	3.21 (148)	3.25 (28)
26% - 50%	3.32 (50)	3.31 (70)	3.33 (83)	3.26 (78)	3.28 (18)
51% - above	3.19 (21)	3.27 (33)	3.28 (39)	3.23 (40)	3.08 (12)

[a]Response Key for Item 49—"Level of satisfaction with tests now used with first-time entering students"
N = The number of institutions responding
A = Program/major admissions decisions
B = Course placement, in general
C = Course placement in English, communications
D = Course placement in mathematics
E = Course placement in science

TABLE 11

Use of Tests in Advanced Placement
(Percentages)

Reference Group	Item 39[a]—Present						Item 41[a]—Future					
	N	1	2	3	4	5	N	1	2	3	4	5
Total Respondents	658	38	16	5	35	6	183	19	20	18	39	4
1. Type Institution												
Comprehensive Comm./Jr. College	506	36	17	5	36	7	136	18	23	16	40	3
Voc/Tech Institute	94	47	11	5	34	3	32	25	9	19	41	6
Other 2-year College	57	42	9	11	28	11	14	21	21	29	29	—
2. Control Institution												
Public	604	38	16	5	35	6	172	20	19	17	41	4
Nonpublic	54	39	11	6	33	11	11	9	36	27	18	9
3. Community Size												
Over 500,000	74	28	22	5	35	10	20	20	30	10	35	5
100,000 - 499,999	91	42	19	6	28	7	24	21	21	8	50	—
50,000 - 99,999	111	34	14	4	43	5	25	16	20	20	44	—
Under 50,000	377	39	14	6	35	6	113	20	19	20	36	5
4. Percent Unemployed in Primary Service Area												
Under 5%	97	45	11	3	35	5	29	35	10	21	35	—
5% to 10%	374	35	16	6	36	7	105	15	23	16	41	5
11% or more	164	38	18	5	33	6	43	19	19	16	42	5
5. Median Household Income in Service Area												
Below $9,000	61	38	18	3	33	8	16	19	13	19	44	6
$ 9,000 - $14,999	157	43	16	8	26	6	41	24	17	17	42	—
$15,000 - $20,999	221	37	14	7	37	6	70	19	17	16	46	3
$21,000 - above	150	36	17	1	40	5	39	18	33	15	28	5
6. Percent Minorities in Primary Service Area												
Less than 10%	168	38	11	5	42	4	55	20	9	20	49	2
11% - 25%	179	40	15	7	31	7	57	19	28	21	30	2
26% - 50%	110	36	22	7	32	4	20	10	35	20	35	—
51% - above	40	43	20	5	23	10	10	50	—	—	40	10
7. Percent Minorities on Professional Staff												
Less than 10%	366	38	13	6	39	6	101	20	18	20	40	3
11% - 25%	173	38	20	6	28	9	48	15	23	17	42	4
26% - 50%	22	23	23	9	36	9	8	38	38	—	25	—
51% - above	27	48	15	4	30	4	6	50	17	17	17	—
8. Percent Part-time Students												
0% - 35%	109	39	13	6	39	5	32	22	16	19	41	3
36% - 60%	196	38	17	5	31	8	57	16	16	19	49	4
61% - 99%	286	36	15	6	36	7	75	23	24	17	32	4
9. Percent Minority Enrollment												
0% - 10%	184	36	15	5	39	5	58	19	12	16	50	3
11% - 25%	177	38	15	5	35	7	47	15	23	28	30	4
26% - 50%	94	40	16	7	30	6	25	16	24	8	44	8
51% - above	44	32	21	7	32	9	12	42	25	8	25	—

[a]Response Key for Items 39 and 41—"Which statement best describes present and future use of tests in advanced placement?"
N = The number of institutions responding
1 = No tests are used for advanced placement
2 = Tests used in admissions are used for advanced placement
3 = Tests used in admissions are used to screen for additional testing for advanced placement
4 = Tests independent of admissions are used for advanced placement
5 = Other

increase in the use of advanced placement tests in the future. Advanced placement testing will be less significant in the future for institutions that report a racial/ethnic student representation greater than 50 percent.

The data obtained through the survey indicate that testing for course and program placement is a major presence in the two-year colleges. The use of tests for this purpose will continue into the future. And, such tests will likely remain a major criterion for gaining access to high demand programs of study. Limited information is available about the effect the expected increase in the use of advanced placement tests will have on student access to specialized programs.

There are several other factors used in the development and implementation of the placement testing processes which need to be considered in examining standards or trends in this area. One important indicator relates to the identity and roles of the decision makers in the placement testing arena. According to Table 12, approximately 63 percent of the institutions indicate that course and program placement decision rules are generated by staff and faculty recommendations based on general observations of student performance (presumably in placement tests, grades in prerequisite courses, or in high school). A smaller percentage of institutions reported that predictive validity research is the basic approach used to derive the decision rules. Such research occurs predominantly in nonpublic or private institutions.

Summary of Placement Testing: Policies and Practices

Institutional responses clearly indicate that placement testing is used extensively by two-year colleges. In general, those uses can be profiled as follows.

- Test scores are used for course placement for first-time entering students in 92 percent of the two-year institutions that responded to the questionnaire.
- The use of test scores for placement will become both more mandatory and prescriptive in the future, especially in comprehensive community/junior colleges.
- Currently, institutions with significant ethnic minority representation on the professiona! staff, in the primary service area, and in the student body, tend to use course placement tests in a mandatory rather than an advisory fashion.
- Placement testing in mathematical and language usage content areas will increase in the next two to three years.
- The use of testing for program admissions/placement increased the most in the following programs of study: Data Processing, Business Computer Programs, Accounting, Registered Nursing, Secretarial Science, and Electronic Technology. The program with the greatest demand for testing is Registered Nursing.
- The use of testing for advanced placement is projected to increase in two-year colleges in the future except in communities with high racial/ethnic minority representation.
- Course and program placement decision rules are primarily based on staff and faculty recommendations of student performance rather than on predictive validity research.

It is presumed by many educators that a student's academic survival depends on adequate assessment of entry-level skills and proper placement in courses and programs of study that will allow that student to succeed in the academic environment. Effective and accurate identification of program completion potential is a vital component of the placement process, especially for underprepared and part-time students who view two-year colleges as the only way to access postsecondary education. Accordingly, most faculty and administrators are committed to providing the best possible academic direction or placement for students. This includes establishing standards against which course and program decisions will be made and communicating them to students before they participate in the assessment process. Such a process helps to ensure that these decisions aid rather than block the achievement of students' academic and career goals and objectives.

Program Completion: Policies and Practices

Currently, only the states of Florida and Georgia require all students to pass an examination at the end of their sophomore year in college before they can take upper division courses. However, other states are weighing the pros and cons of instituting such procedures in order to determine the outcomes of student learning. Additional information is needed to address the implications of such assessments for the development of policies and practices on at least two basic outcome issues:

- Student demonstration of general education skill proficiency
- Student demonstration of minimal competency/knowledge required to complete a specific program of study

Examination of the program completion and general education proficiency requirements of two-year colleges is important because they impact on the open door concept and its application to students. What are the effects of requiring the same level of proficiency at graduation of a full-time, transfer-bound student who graduated from high school with honors, and an eighth grade dropout who is attending college part-time and wants to earn a certificate in farm machine repair? Should testing be part of the overall institutional completion process or should it be specific to certain programs of study? Other than basic skills, what competencies should be measured by completion tests? To what extent are alternatives to testing available and desirable in demonstrating proficiency and minimal competency in core and program coursework?

It was recently reported in Campus Trends, (El-Khawas, 1984) that 62 percent of two-year institutions require core

TABLE 12

Basic Approaches to Establishing Decision Rules for Placement Tests
(Percentages)

Reference Group	Item 46[a]				
	N	1	2	3	4
Total Respondents	634	63	31	20	6
1. Type Institution					
Comprehensive Comm./Jr. College	487	62	33	21	6
Voc/Tech Institute	93	70	29	10	7
Other 2-year College	52	50	17	25	14
2. Control Institution					
Public	584	63	32	20	6
Nonpublic	50	60	20	16	6
3. Community Size					
Over 500,000	78	62	42	18	4
100,000 - 499,999	85	58	39	17	14
50,000 - 99,999	105	63	25	24	7
Under 50,000	361	64	28	28	4
4. Percent Unemployed in Primary Service Area					
Under 5%	87	61	35	22	6
5% to 10%	366	63	32	19	7
11% or more	159	61	29	21	5
5. Median Household Income in Service Area					
Below $9,000	60	55	27	25	3
$ 9,000 - $14,999	151	59	34	20	7
$15,000 - $20,999	212	66	28	18	6
$21,000 - above	147	61	37	24	7
6. Percent Minorities in Primary Service Area					
Less than 10%	158	60	25	22	7
11% - 25%	177	63	35	18	7
26% - 50%	111	60	34	22	6
51% - above	38	63	34	21	5
7. Percent Minorities on Professional Staff					
Less than 10%	354	63	28	19	6
11% - 25%	150	61	40	20	7
26% - 50%	19	79	26	11	0
51% - above	25	68	24	16	0
8. Percent Part-time Students					
0% - 35%	101	59	27	21	5
36% - 60%	195	63	29	20	6
61% - 99%	278	63	34	19	6
9. Percent Minority Enrollment					
0% - 10%	172	66	22	20	6
11% - 25%	163	56	38	26	7
26% - 50%	86	67	31	20	6
51% - above	40	58	45	15	8

Note. Percentages are based upon the number of institutions responding. As some institutions responded to more than one option, the percentages in any row of the table may not add to 100%.

[a]Response Key for Item 46—"Identification of basic approaches used to establish decisions rules for placement"
N = The number of institutions responding
1 = Staff/faculty recommendations based upon past student performance
2 = Systematic predictive validity research conducted by institutional staff
3 = Systematic predictive validity research facilitated by a testing service
4 = Other

courses of all students and 30 percent of the institutions currently have proficiency requirements for graduation. The results of the survey suggest that the potential for such requirements to be embraced by additional institutions is great. Consequently, information about the role of testing and the weight given to tests and test results in determining general education proficiencies of two-year postsecondary students should be helpful to decision makers. Overall, over 63 percent of the institutions that responded to questions in the survey about program completion requirements indicate that their students are required tc demonstrate general education proficiency as a prerequisite to receiving a certificate, diploma, or degree. Table 13 provides detailed information on this topic.

In the aggregate, the nonpublic or private colleges appear to require the demonstration of proficiency more often than the public colleges. Of those two-year institutions with a predominance of minorities in the primary service area and in the student body (i.e., 26 to 50 percent), over 70 percent require students to demonstrate general education proficiency. Most of the institutions reported that comprehensive examinations are required by individual programs within the institution and seldom by the administration or state. Table 14 contains information pertinent to such uses of tests. About one-third of the respondents reported that, if one was available, they would use a nationally standardized test to assess the general education proficiencies of their students.

Summary of Program Completion: Policies and Practices

Although current information about program completion activities in the two-year colleges is sparse, there is a definite indication that institutions view tests as an important component in measuring academic proficiency in general education courses and program specific coursework. In summary, the program completion activities of two-year postsecondary institutions that responded to this section of the survey are as follows.

- Students are required to demonstrate general education proficiency as a prerequisite to receiving a certificate, diploma, or degree in over 63 percent of the institutions.
- Testing for the purpose of demonstrating students' proficiency, in general is required more often by specific programs of study than by institutions or state agencies.
- If a nationally standardized test to assess general education competencies were made available, about one-third of the institutions surveyed would use it.

In the future, as more pressure is placed on institutions to demonstrate that exiting students possess general education and degree-specific competencies, it seems likely that institutions will increase their use of tests for these purposes.

General Information on Testing Practices

A report on the role of testing among two-year colleges would be incomplete without a look at the general uses of test information, the influence other academic and nonacademic data resources have on the institutional admissions and placement decision-making process, and the decision makers in the process.

Table 15 identifies nine types of data which are collected and used by various two-year colleges for admissions, placement, or advising purposes. Less than one-fourth of the institutions indicated that data are collected and used in the following key areas: 1) those in which students anticipate need for help (39 percent); 2) vocational interest inventory data (27 percent); and 3) study skills inventory data (20 percent). Also, the institutions reported only limited access to vocational interest and study skills data.

When institutions were asked to indicate which types of data they use, the majority of the colleges reported primary use of data for developing academic profiles of students for program placement and course and program advising purposes. As reported in Table 16, 74 percent of the respondents said they use student entry assessment data for general academic advising. Over 50 percent of the institutions use assessment data collected upon student entry to identify high-risk students who need additional support services. More than one-third of the institutions use assessment data collected upon student entry for the purpose of course sectioning.

The role of faculty and administrators in the decision-making process is one of the most important elements in the review of testing practices at two-year colleges. Responsibility for policy setting, and the actual administration of tests and other assessment activities, is often placed in the hands of individuals with widely varying training and expertise. When asked to identify the primary authority for decision-making about testing, the Chief Executive Officer (President, Chancellor, Director) was most frequently identified as the key authority in determining institutional requirements for testing of entering students. In contrast, the private or nonpublic institutions reported that, for the most part, their general institutional requirements are determined by an academic or instructional manager.

Table 17 includes data about the decision-making process for the selection of tests for admissions and placement activities and the determination of required levels of performance for admissions and placement decisions. The selection of tests for admissions purposes is usually made by the student services or student affairs administrator; the selection of tests for placement is typically made by department heads.

Responsibility for the administration of tests and for the dissemination of the test results most often falls to the Director of Testing at the two-year institutions. Responsibility for interpreting the test results to students is the task of student services staff counselors. These

TABLE 13

Percentage of Institutions Requiring Student Proficiency in General Education Skills as Prerequisite for Program Completion
(Percentages)

Reference Group	N	Item 60[a]
Total Respondents	428	63.7
1. Type Institution		
Comprehensive Comm./Jr. College	427	63.9
Voc/Tech Institute	427	63.5
Other 2-year College	427	62.3
2. Control Institution		
Public	428	62.8
Nonpublic	428	73.2
3. Community Size		
Over 500,000	426	67.5
100,000 - 499,999	426	62.6
50,000 - 99,999	426	58.4
Under 50,000	426	65.0
4. Percent Unemployed in Primary Service Area		
Under 5%	411	56.1
5% to 10%	411	66.1
11% or more	411	62.9
5. Median Household Income in Service Area		
Below $9,000	386	63.5
$ 9,000 - $14,999	386	63.1
$15,000 - $20,999	386	64.9
$21,000 - above	386	64.3
6. Percent Minorities in Primary Service Area		
Less than 10%	324	58.6
11% - 25%	324	62.6
26% - 50%	324	76.1
51% - above	324	62.5
7. Percent Minorities on Professional Staff		
Less than 10%	378	62.0
11% - 25%	378	66.9
26% - 50%	378	52.2
51% - above	378	60.7
8. Percent Part-time Students		
0% - 35%	381	63.4
36% - 60%	381	58.7
61% - 99%	381	66.7
9. Percent Minority Enrollment		
0% - 10%	330	63.5
11% - 25%	330	62.8
26% - 50%	330	73.4
51% - above	330	63.6

[a]Response Key for Item 60—"Does your institution require that students achieve proficiency in specific general education skills as a prerequisite for receiving a certificate, diploma, or degree?"
N = The number of institutions responding

TABLE 14

Uses of Comprehensive Examinations in Program Completion Activities
(Percentages, N-counts)

Reference Group	Items 62, 63, 64, and 66[a]			
	62	63	64	66
Total Respondents	17 (665)	9 (665)	11 (634)	33 (623)
1. Type Institution				
Comprehensive Comm./Jr. College	80 (508)	85 (508)	81 (485)	74 (468)
Voc/Tech Institute	16 (95)	7 (95)	9 (92)	14 (95)
Other 2-year College	4 (60)	9 (60)	10 (56)	12 (59)
2. Control Institution				
Public	96 (610)	97 (611)	91 (583)	86 (569)
Nonpublic	4 (55)	3 (54)	9 (51)	14 (54)
3. Community Size				
Over 500,000	13 (81)	12 (81)	13 (78)	10 (73)
100,000 - 499,999	17 (90)	11 (89)	7 (88)	12 (81)
50,000 - 99,999	12 (111)	14 (111)	18 (106)	15 (104)
Under 50,000	58 (378)	63 (379)	62 (358)	63 (360)
4. Percent Unemployed in Primary Service Area				
Under 5%	16 (97)	14 (95)	9 (91)	15 (91)
5% to 10%	60 (379)	57 (377)	67 (361)	54 (355)
11% or more	24 (163)	29 (166)	23 (157)	32 (153)
5. Median Household Income in Service Area				
Below $9,000	12 (63)	19 (63)	19 (59)	16 (61)
$ 9,000 - $14,999	24 (157)	31 (157)	25 (149)	33 (151)
$15,000 - $20,999	34 (224)	27 (224)	37 (217)	32 (208)
$21,000 - above	31 (153)	23 (152)	20 (142)	20 (139)
6. Percent Minorities in Primary Service Area				
Less than 10%	28 (167)	19 (168)	16 (160)	33 (157)
11% - 25%	42 (185)	44 (184)	41 (175)	34 (172)
26% - 50%	21 (110)	21 (109)	31 (104)	22 (104)
51% - above	9 (139)	16 (40)	12 (37)	11 (37)
7. Percent Minorities on Professional Staff				
Less than 10%	64 (369)	44 (369)	47 (351)	63 (349)
11% - 25%	30 (175)	46 (173)	47 (169)	25 (162)
26% - 50%	4 (22)	4 (22)	3 (20)	4 (19)
51% - above	4 (27)	6 (25)	3 (28)	8 (27)
8. Percent Part-time Students				
0% - 35%	16 (109)	11 (111)	14 (104)	23 (103)
36% - 60%	29 (199)	33 (200)	39 (194)	32 (184)
61% - 99%	55 (287)	56 (286)	47 (270)	45 (268)
9. Percent Minority Enrollment				
0% - 10%	28 (177)	23 (180)	21 (174)	37 (166)
11% - 25%	42 (189)	56 (187)	64 (179)	34 (177)
26% - 50%	21 (92)	8 (91)	5 (86)	16 (85)
51% - above	9 (43)	14 (45)	10 (42)	13 (43)

[a]Response Key for Items 62, 63, 64, and 66—"Identify if comprehensive examinations are required for certification and upper level study, and if they are mandated by the state"
N = The number of institutions responding
62 = Individual programs require comprehensive examinations before awarding certificates, degrees, or diplomas
63 = State mandates passing comprehensive examinations as a prerequisite for certificates, diplomas, or degrees
64 = Graduates are required to pass examinations before admission to upper level study
66 = If available, institutions would use a nationally standardized unit examination that tests core college-level skills

TABLE 15

Types of Information Collected and Used for Admissions, Placement, or Advising Activities
(Percentages)

Reference Group	Item 52[a]									
	N	1	2	3	4	5	6	7	8	9
Total Respondents	683	39	27	63	20	74	39	29	68	52
1. Type Institution										
Comprehensive Comm./Jr. College	521	40	28	62	21	74	41	31	66	51
Voc/Tech Institute	98	30	21	67	16	80	37	21	75	62
Other 2-year College	62	39	27	63	24	58	29	23	71	48
2. Control Institution										
Public	626	38	27	62	20	74	40	28	68	53
Nonpublic	57	42	32	74	23	63	30	37	67	42
3. Community Size										
Over 500,000	82	32	20	61	12	68	46	38	55	54
100,000 - 499,999	93	32	23	58	20	71	29	34	61	52
50,000 - 99,999	113	39	25	54	19	70	43	33	71	56
Under 50,000	390	42	31	66	22	76	40	25	72	51
4. Percent Unemployed in Primary Service Area										
Under 5%	100	31	18	54	22	73	40	29	66	53
5% to 10%	386	43	28	66	20	76	39	27	69	54
11% or more	170	34	32	64	21	73	42	32	70	49
5. Median Household Income in Service Area										
Below $9,000	63	43	40	64	37	64	40	24	68	44
$ 9,000 - $14,999	161	41	32	65	19	78	38	30	73	55
$15,000 - $20,999	228	42	25	66	20	77	38	25	70	51
$21,000 - above	157	31	24	60	16	78	45	33	67	56
6. Percent Minorities in Primary Service Area										
Less than 10%	172	42	29	63	22	81	31	21	76	49
11% - 25%	189	38	25	60	17	74	40	30	64	52
26% - 50%	112	41	32	73	22	78	51	36	72	62
51% - above	40	45	33	60	20	60	43	33	55	48
7. Percent Minorities on Professional Staff										
Less than 10%	378	43	29	65	21	77	39	29	72	52
11% - 25%	178	34	27	61	16	73	42	32	66	52
26% - 50%	23	39	17	52	13	83	44	22	70	65
51% - above	28	39	39	61	39	68	32	29	57	57
8. Percent Part-time Students										
0% - 35%	112	46	33	69	28	69	27	33	72	47
36% - 60%	203	41	30	69	24	81	44	31	80	61
61% - 99%	293	35	24	57	16	75	43	27	63	51
9. Percent Minority Enrollment										
0% - 10%	185	40	29	65	21	77	41	26	73	51
11% - 25%	189	41	30	61	20	80	42	33	71	57
26% - 50%	95	33	26	64	15	72	39	31	63	52
51% - above	45	44	20	60	22	71	47	38	60	51

[a]Response Key for Item 52—"Indicate if the type of information is used for admissions, placement, or advising"

N = The number of institutions responding
1 = Areas in which students anticipate need for help
2 = Vocational interest inventory data
3 = Financial aid needs
4 = Study skills inventory
5 = Planned program/major
6 = Ethnic background
7 = Primary language of student
8 = High school graduation or equivalent
9 = Handicaps or disabilities

TABLE 16

Extensive Use of Assessment Data Collected Upon Student Entry at the Institution

(Percentages, N-counts)

Reference Group	Item 55[a] 1	2	3	4	5	6	7	8	9	10	11	12	13
Total Respondents	74 (427)	4 (19)	14 (75)	23 (123)	55 (302)	11 (59)	12 (66)	26 (139)	12 (66)	16 (85)	37 (199)	18 (94)	26 (138)
1. Type Institution													
Comprehensive Comm./Jr. College	77 (340)	3 (13)	14 (58)	24 (98)	55 (228)	12 (47)	12 (49)	27 (108)	11 (47)	16 (63)	35 (145)	18 (72)	27 (109)
Voc/Tech Institute	63 (52)	3 (2)	8 (6)	15 (11)	56 (45)	7 (5)	12 (9)	17 (13)	10 (8)	14 (11)	34 (26)	17 (12)	21 (16)
Other 2-year College	69 (34)	9 (4)	25 (11)	30 (14)	58 (28)	15 (7)	17 (8)	37 (17)	21 (10)	21 (10)	54 (26)	20 (9)	26 (12)
2. Control Institution													
Public	75 (394)	3 (15)	13 (63)	22 (109)	54 (273)	11 (51)	12 (60)	25 (122)	12 (59)	16 (77)	36 (176)	17 (81)	26 (126)
Nonpublic	70 (33)	9 (4)	29 (12)	33 (14)	67 (29)	18 (8)	15 (6)	42 (17)	16 (7)	19 (8)	50 (23)	33 (13)	29 (12)
3. Community Size													
Over 500,000	75 (51)	3 (2)	15 (9)	35 (21)	50 (31)	12 (7)	16 (9)	35 (21)	15 (9)	22 (13)	46 (28)	30 (18)	37 (23)
100,000 - 499,999	75 (60)	1 (1)	15 (11)	28 (20)	52 (38)	11 (8)	9 (6)	27 (20)	16 (11)	17 (11)	36 (27)	17 (12)	21 (15)
50,000 - 99,999	72 (71)	3 (3)	15 (14)	23 (22)	53 (50)	15 (14)	13 (12)	28 (26)	11 (10)	17 (15)	37 (35)	19 (17)	26 (24)
Under 50,000	75 (242)	4 (13)	13 (40)	20 (59)	58 (182)	10 (30)	12 (38)	24 (72)	12 (36)	14 (44)	35 (108)	16 (47)	26 (75)
4. Percent Unemployed in Primary Service Area													
Under 5%	73 (56)	1 (1)	9 (6)	19 (14)	51 (37)	11 (8)	10 (7)	16 (11)	9 (6)	12 (8)	26 (19)	13 (9)	21 (14)
5% to 10%	74 (250)	5 (15)	15 (47)	28 (86)	58 (186)	12 (38)	12 (37)	29 (92)	12 (38)	17 (54)	40 (126)	18 (55)	28 (88)
11% or more	76 (104)	2 (2)	15 (19)	16 (20)	52 (68)	8 (11)	15 (19)	22 (28)	15 (19)	17 (21)	34 (44)	22 (28)	25 (32)
5. Median Household Income in Service Area													
Below $9,000	71 (35)	2 (1)	19 (8)	24 (11)	51 (23)	14 (6)	16 (7)	30 (13)	24 (11)	25 (11)	53 (23)	36 (16)	38 (16)
$ 9,000 - $14,999	73 (102)	6 (8)	14 (18)	27 (35)	56 (74)	18 (24)	16 (20)	28 (37)	17 (22)	19 (24)	36 (46)	20 (26)	30 (38)
$15,000 - $20,999	78 (156)	2 (3)	12 (23)	21 (40)	57 (109)	6 (11)	14 (26)	26 (48)	9 (17)	16 (29)	35 (66)	16 (30)	23 (43)
$21,000 - above	71 (95)	4 (5)	15 (19)	23 (29)	55 (70)	12 (15)	8 (10)	24 (30)	10 (13)	12 (15)	34 (43)	12 (15)	26 (32)
6. Percent Minorities in Primary Service Area													
Less than 10%	72 (103)	4 (5)	10 (13)	18 (25)	50 (69)	8 (10)	10 (13)	24 (31)	8 (11)	11 (15)	30 (41)	13 (17)	17 (22)
11% - 25%	80 (129)	3 (5)	13 (20)	23 (34)	61 (95)	13 (20)	12 (18)	19 (29)	10 (16)	16 (24)	36 (54)	13 (20)	24 (36)
26% - 50%	75 (76)	5 (5)	19 (17)	32 (30)	58 (54)	14 (13)	20 (19)	38 (36)	18 (17)	23 (21)	38 (35)	24 (21)	40 (36)
51% - above	84 (27)	3 (1)	17 (5)	27 (8)	67 (22)	10 (3)	13 (4)	37 (11)	23 (7)	30 (9)	58 (18)	47 (15)	52 (16)
7. Percent Minorities on Professional Staff													
Less than 10%	76 (240)	4 (11)	11 (33)	20 (58)	58 (174)	10 (29)	11 (33)	24 (69)	12 (35)	14 (39)	35 (103)	14 (39)	21 (60)
11% - 25%	76 (121)	1 (2)	18 (27)	27 (39)	53 (81)	12 (18)	15 (23)	26 (39)	11 (16)	19 (27)	37 (57)	19 (28)	35 (51)
26% - 50%	84 (16)	6 (1)	11 (2)	28 (5)	59 (10)	12 (2)	22 (4)	17 (3)	24 (4)	35 (6)	54 (10)	39 (7)	50 (9)
51% - above	71 (15)	—	14 (3)	29 (6)	50 (11)	10 (2)	14 (3)	52 (11)	27 (6)	15 (3)	47 (10)	46 (10)	27 (6)
8. Percent Part-time Students													
0% - 35%	62 (61)	7 (6)	15 (13)	28 (26)	57 (56)	15 (14)	7 (6)	34 (30)	14 (13)	14 (13)	45 (42)	27 (24)	24 (21)
36% - 60%	80 (141)	2 (3)	15 (24)	21 (34)	60 (97)	9 (15)	14 (23)	24 (40)	14 (23)	17 (28)	35 (58)	12 (19)	29 (45)
61% - 99%	78 (194)	3 (8)	13 (30)	23 (53)	53 (127)	11 (25)	13 (31)	23 (54)	11 (25)	16 (37)	36 (84)	17 (39)	25 (59)
9. Percent Minority Enrollment													
0% - 10%	76 (115)	4 (6)	14 (20)	15 (22)	54 (78)	8 (11)	12 (17)	23 (32)	11 (16)	15 (20)	38 (54)	17 (24)	21 (30)
11% - 25%	76 (127)	2 (3)	11 (17)	24 (37)	57 (89)	14 (22)	12 (18)	23 (35)	8 (13)	11 (16)	31 (48)	11 (16)	27 (40)
26% - 50%	72 (60)	3 (2)	14 (11)	27 (20)	60 (47)	10 (8)	21 (16)	27 (21)	13 (10)	19 (15)	36 (29)	22 (17)	35 (26)
51% - above	88 (35)	6 (2)	18 (6)	35 (13)	65 (24)	11 (4)	14 (5)	42 (15)	17 (6)	35 (12)	49 (19)	43 (16)	39 (14)

[a]Response Key for Item 55—"Indicate if assessment data is used for the following purposes"
N = The number of institutions responding
1 = General academic advising
2 = Public relations (e.g., press releases)
3 = Instructional program evaluation
4 = Institutional research and planning
5 = Identification of high risk students for the delivery of intrusive support services
6 = Board reports
7 = General communications with "feeder" secondary schools
8 = Data base for self study and other accreditation purposes
9 = Planning of staff development needs
10 = Resource allocation decisions
11 = Course sectioning
12 = Grants applications
13 = State agency reports

TABLE 17

Primary Authority/Responsibility for the Decision Making Process Related to Admissions and Placement Policies and Practices

Reference Group	Item 59[a]								
	1	2	3	4	5	6	7	8	9
Total Respondents	A	E	F	E	F	H	H	I	K
1. Type Institution									
Comprehensive Comm./Jr. College	A	E	G	E	F	H	H	I	K
Voc/Tech Institute	A	I	F	D	G	I	I	I	H
Other 2-Year College	D	D	F	D	G	E	I	I	E
2. Control Institution									
Public	A	E	F,G	E	G	H	H	I	H
Nonpublic	D	D	D	D	F	D,E	D	J	D
3. Community Size									
Over 500,000	A	D	G	D	F,G	H	H	I	K
100,000 - 499,999	A	H	F	D	G	H	H	I	K
50,000 - 99,999	A	E	G	G	G	H	H	I	K
Under 50,000	A	E	F	E	F	H	H	I	K
4. Percent Unemployed in Primary Service Area									
Under 5%	A	E	F	E	F	H	H	I	K
5% to 10%	A	E	F,G	D	G	H	H	I	K
11% or more	A	E	F	E,F	F	H	H	I	K
5. Median Household Income in Service Area									
Below $9,000	A	E	E	E	F,G	H	H	I	K
$ 9,000 - $14,999	A	E	F	E	F	H	I	I	H
$15,000 - $20,999	A	E	G	F	G	H	H	I	K
$21,000 - above	A	D,E	G	D	F	H	H	I	K
6. Percent Minorities in Primary Service Area									
Less than 10%	A	E	F	F	F	H	H	I	K
11% - 25%	A	E	G	E	G	H	H	I	H,K
26% - 50%	A	E	F	E,F	F	H	I	I	K
51% - above	A	D	D,F	D	D	I	I	I	K
7. Percent Minorities on Professional Staff									
Less than 10%	A	E	F	E	G	H	H	I	K
11% - 25%	A	E	F	E	F	H	H	I	K
26% - 50%	A	D	F	D	D	I	H,I	I	K
51% - above	A	E,I	G	D,E,G	D	H,J	I	I	H
8. Percent Part-time Students									
0% - 35%	D	E	F	D	F,G	E	E	J	K
36% - 60%	A	E	F	F	G	H	H	I	H
61% - 99%	A	E	G	G	G	H	H	I	K
9. Percent Minority Enrollment									
0% - 10%	A	E	F	E	G	I	I	I	K
11% - 25%	A	E	G	E	G	H	H	I	K
26% - 50%	A	E	F	F	F	H	H,I	I	K
51% - above	A	G	F,G	D	D	H	H	I	H

[a]Response Key for Item 59—"What statement best identifies the primary authority for admissions and placement decisions?"

1 = Determines institutional requirements or recommendations for testing of entering students
2 = Selects tests to be used at admission for assessment of academic abilities
3 = Selects tests to be used for course placement for assessment of academic abilities
4 = Determines levels of performance used in decision rules for admissions
5 = Determines levels of performance used in decision rules for course placement
6 = Responsible for the delivery of the testing program
7 = Responsible for the dissemination of the test data of entering students
8 = Responsible for the management and/or delivery of interpretations of the test data to students
9 = Responsible for follow-up research

A = Chief executive officer—president, chancellor, director
B = Chief state higher educational official
C = Legislature
D = Instructional area director, academic vice president, dean of curriculum/instruction
E = Director, vice president, dean of student services/student affairs
F = Instructional department heads
G = Faculty—collectively
H = Director of testing/evaluation services
I = Student services staff—counselors, etc.
J = Special support staff—advisors, advisement coordinators, learning resource specialists
K = Director of institutional research
L = No clear locus of responsibility
M = Other

institutional responses reveal that the decision-making process in both the admissions and placement areas is tiered. That is, the decision-making is delegated to the various academic and student services staffs by key institutional administrators. It appears from the responses that most comprehensive, public two-year colleges have a Director of Testing/Evaluation Services but that this individual usually plays a small role in the decision-making about test selection and test interpretation. Future studies might address whether and how the various staff members are adequately trained to perform their assigned functions; whether the various entities collectively meet (within each institution) to discuss the standards and mission of the institution; how their decision rules coincide with those standards; and whether someone has overall responsibility for the entire testing process.

Summary of General Information on Testing Practices

The data obtained on issues pertinent to this section of the survey indicate that the practices and policies of two-year postsecondary institutions are as varied as the institutions themselves. General testing policies and practices seem to include the following.

- Adequate to excellent data collection procedures in support of information used for program/major planning, high school graduation status, and financial aid.
- A substantial number of institutions lack information/data on areas in which students anticipate need for help (determination of vocational interests, study skills, etc.).
- Public institutions seem to collect data more often on ethnicity than private institutions, although collectively very few two-year colleges are able to report ethnic data in a disaggregated form.
- Assessment data collected upon student entry are predominantly used for general academic advising, the identification of high risk students for the delivery of intrusive support services, and for course sectioning.
- The majority of two-year public colleges report that the CEO is the key authority in determining institutional requirements for testing of entering students.
- In a majority of two-year colleges, student services personnel play the primary role in test selection for admissions, determining levels of performance, and in interpreting test results to students. Instructional department heads are the key figures in test selection for placement purposes.

The findings generated from this survey provide an overview of testing practices in two-year colleges. The reader is reminded that the information reported represents only the policies and practices of the institutions that responded to the questionnaire. Further, those responses were limited to the data available to the institutions and the reporting format and space allowed by the survey design. A number of additional issues and concerns not addressed in this survey need to be examined as part of the process of developing a comprehensive database for future use.

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Appendix B
Survey Questionnaire

Survey of Testing Practices at Two-Year Postsecondary Institutions

_____
Name of Institution

_____ _____
City *State*

_____
Chief Executive (Name and Title)

American Association of Community and Junior Colleges
and
American College Testing Program

January 1985

BACKGROUND ON THE SURVEY

The "Survey of Testing Practices at Two-Year Postsecondary Institutions" is the first of several surveys to be conducted during the next three years. It focuses on testing practices and policies of community, technical and junior colleges; subsequent surveys will address other equally important and timely topics.

The survey is long, and somewhat complex, by design. Its length, however, is commensurate with the importance of the topic and the need for comprehensive information about testing policies and practices of community, technical and junior colleges. Your cooperation in completing this first in a series of national surveys is deeply appreciated and greatly valued.

The survey is divided into five (5) sections. Section I (Institutional Characteristics) was designed by AACJC to gather important baseline data on the community, technical and junior colleges and to assure that the data collected will be analyzed in a manner that reflects the diversity of the institutions surveyed. Sections II and III of the survey elicit information about your institution's testing policies and practices as they relate to the admissions process and placement, respectively. Section IV seeks information about the particulars of testing including your institution's satisfaction with its current approaches to testing. Section V inquires into the role of tests in program completion requirements.

Suggestions for Completing the Survey

1. In most cases, completion of the survey in a timely and accurate manner will be abetted if Section I of the instrument is completed by your personnel and/or your registrar's office, or by an office which has direct access to data descriptive of your staff and students. Sections II through V are likely best completed by the Dean of Students/Instruction.

2. Two copies of the survey are provided, one as a working copy, the other as final copy to be completed and mailed to ACT in the envelope provided. Feel free to make additional copies of the survey to facilitate its completion by different people/offices within your institution. The final page of the survey requests that you indicate which persons/offices completed specific questions.

3. **Please have the completed survey in the mail to ACT no later than February 22.** This will enable preliminary processing and analysis of the survey responses to be completed in time for an initial report on the results at the upcoming annual meeting of AACJC.

4. Responses to the survey will be treated as confidential information. Results of the survey, when reported, will be aggregated across institutions.

Thank you for your assistance!

SECTION I: INSTITUTIONAL CHARACTERISTICS

1. Which of the following best describes your institution?

___ 1. Comprehensive Community/Junior College
___ 2. Junior College (Transfer Programs Only)
___ 3. Vocational or Technical College/Institute
___ 4. Two-year Branch of Four-year College
___ 5. Other (Specify: _____)

2. Which of the following best describes your institution?

___ 1. Public
___ 2. Independent Non-profit
___ 3. Church Related
___ 4. Independent Profit

3. What is the population of the community in which your institution is located?

___ 1. Very large city (over 500,000)
___ 2. Large city (100,000-499,999)
___ 3. Medium city (50,000-99,999)
___ 4. Small city (10,000-49,999)
___ 5. Small town (under 10,000)

4. What is the population of the primary service area of your institution?

___ 1. Over 500,000
___ 2. 100,000-499,999
___ 3. 50,000-99,999
___ 4. 30,000-49,999
___ 5. 10,000-29,999
___ 6. Under 10,000

5. Which of the following best describes the community in which your institution is located?

___ 1. Urban
___ 2. Suburban
___ 3. Town or Community
___ 4. Rural

6. Which of the following describes your institution's accreditation status?

___ 1. Accredited by Regional Accrediting Agency
___ 2. Candidate
___ 3. Other (Specify: _____)

7. On what type of academic year does your institution operate?

___ 1. Quarters
___ 2. Semesters
___ 3. Trimesters
___ 4. Other (Specify: _____)

8. Approximately what percentage of the population in the primary service area of your institution (as reported in item 4) was unemployed in fall 1984?

___ 1. Under 5
___ 2. 5 to 10
___ 3. 11 to 15
___ 4. Over 15

9. What was the median household income in the primary service area of your institution as of the latest census?

___ 1. Under $6,000
___ 2. $6,000 - $8,999
___ 3. $9,000 - $14,999
___ 4. $15,000 - $20,999
___ 5. $21,000 - $26,999
___ 6. $27,000 - $32,999
___ 7. $33,000 - $39,999
___ 8. $40,000 - $49,999
___ 9. $50,000 and Over

10. Indicate the percentage of the total population in the primary service area that each group represents.

		Male	Female
1.	Afro-American Black	/___/	/___/
2.	American Indian/Alaskan Native	/___/	/___/
3.	Caucasian American/White	/___/	/___/
4.	Mexican American/Chicano	/___/	/___/
5.	Puerto Rican/Cuban and Other Hispanics	/___/	/___/
6.	Oriental/Pacific American	/___/	/___/
7.	Other	/___/	/___/

11. Indicate the number of staff at your institution by racial ethnic group.

	Administrative		Faculty		Professional Support		All Other Support	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Afro-American/ Black	/___/	/___/	/___/	/___/	/___/	/___/	/___/	/___/
2. American Indian/ Alaskan Native	/___/	/___/	/___/	/___/	/___/	/___/	/___/	/___/
3. Caucasian American/White	/___/	/___/	/___/	/___/	/___/	/___/	/___/	/___/
4. Mexican American/ Chicano	/___/	/___/	/___/	/___/	/___/	/___/	/___/	/___/
5. Puerto Rican/ Cuban and Other Hispanics	/___/	/___/	/___/	/___/	/___/	/___/	/___/	/___/
6. Oriental/Pacific American	/___/	/___/	/___/	/___/	/___/	/___/	/___/	/___/
7. Other	/___/	/___/	/___/	/___/	/___/	/___/	/___/	/___/

12. Indicate the fall 1984 headcount enrollment in each program area under column (a). Then indicate the number of degrees and the number of certificates awarded in each program area during the 1983-84 academic year under columns (b) and (c), respectively.

	(a) Headcount Enrollment	(b) Number of Degrees Awarded	(c) Number of Certificates Awarded
1. Accounting			
2. Agriculture			
3. Air Cond./Refrig.			
4. Animal Science			
5. Appliance Servicing			
6. Architectural Tech.			
7. Auto Body Repair			
8. Auto Mechanics			
9. Aviation Tech.			
10. Banking & Finance			
11. Bookkeeping			
12. Bus. Computer Prog.			
13. Business Management			
14. Carpentry			
15. Chemical Tech.			
16. Commercial Art			
17. Communications			
18. Construction Management			
19. Cosmetology/Barbering			
20. Data Processing			
21. Dental Assistant			
22. Dental Hygiene			
23. Dental Lab. Tech.			
24. Drafting			
25. Education/Spec. Ed.			
26. Electrical Tech.			
27. Electronic Tech.			
28. Energy			
29. Engineering Tech.			
30. Environmental Science			
31. Equip. Maint./Data Proc.			
32. Farm Machine Repair			
33. Fire Science			
34. Forestry			

12. (cont'd)

		(a) Headcount Enrollment	(b) Number of Degrees Awarded	(c) Number of Certificates Awarded
35.	Horticulture			
36.	Hotel/Rest. Management			
37.	Human Services			
38.	Insurance			
39.	Interior Design			
40.	Legal Assistant			
41.	Machine Shop			
42.	Marketing Manag.			
43.	Masonery			
44.	Medical Emergency Tech.			
45.	Medical Lab Tech.			
46.	Medical Records			
47.	Medical Tech.			
48.	Micro Computers			
49.	Mortuary Science			
50.	Nuclear Medicine			
51.	Nursing L.P.N.			
52.	Nursing R.N.			
53.	Occupational Safety & Hlth			
54.	Oceanographic Tech.			
55.	Operating Room Tech.			
56.	Physical Therapy			
57.	Plumbing			
58.	Police Sci./Security			
59.	Radiography			
60.	Real Estate			
61.	Respiratory Therapy			
62.	Retail Bus. Manag.			
63.	Robotics			
64.	Secretarial Science			
65.	Sheet Metal			
66.	Teacher's Aid			
67.	Transportation			
68.	Travel Svc.			
69.	Welding			
70.	Word Processing			
71.	Other			
72.	Other			
73.	Other			

13. Indicate your fall 1984 headcount enrollments for each of the following groups.

Full-Time		Part-Time		
Male	Female	Male	Female	Total
/_____/	/_____/	/_____/	/_____/	/_____/

14. Indicate your fall 1984 headcount enrollments for each of the groups identified at the left below. (If you cannot obtain and report the information by age group and/or sex, provide that information which you are able to report.)

	Ages 22 and Under			Ages 23-29		
	M	F	T	M	F	T
1. Afro-American/Black	/_____/	/_____/	/_____/	/_____/	/_____/	/_____/
2. American Indian/ Alaskan Native	/_____/	/_____/	/_____/	/_____/	/_____/	/_____/
3. Caucasian American/White	/_____/	/_____/	/_____/	/_____/	/_____/	/_____/
4. Mexican American/Chicano	/_____/	/_____/	/_____/	/_____/	/_____/	/_____/
5. Puerto Rican/Cuban and Other Hispanics	/_____/	/_____/	/_____/	/_____/	/_____/	/_____/
6. Oriental/Pacific American	/_____/	/_____/	/_____/	/_____/	/_____/	/_____/
7. Other (Specify: _____ _____)	/_____/	/_____/	/_____/	/_____/	/_____/	/_____/

Ages 30-49			Ages 50 and Above			Total		
M	F	T	M	F	T	M	F	T

7

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SECTION II: ADMISSIONS POLICIES AND PRACTICES

15. Which of the following statements best describes your institution-wide (as opposed to program-specific) admissions process?

___ 1. All persons of a specified age (e.g., 18) or older are admitted upon application, regardless of their high school graduation status.
___ 2. All persons with a high school diploma or the equivalent are admitted upon application.
___ 3. All persons with a high school diploma or the equivalent and who achieved some specified minimum level of GPA in high school are admitted upon application.
___ 4. All persons with a high school diploma or the equivalent and who achieved a specified score(s) on a designated test battery are admitted upon application.
___ 5. Other (Specify: _____)

16. Which statement best describes your institution's policies or practices about testing the academic skills of first-time entering students?

___ 1. No first-time students are either required or advised to take an academic skills test, or to submit scores from an approved test. (If you checked this response, go directly to question 20.)
___ 2. **All** first-time entering students are **required** to take an academic skills test, or to submit scores from an approved test. (If you checked this response, go directly to question 20.)
___ 3. **Most** first-time entering students are **required** to take an academic skills test, or to submit scores from an approved test. (If you checked this response, go directly to question 18.)
___ 4. Only a **few** first-time entering students are **required** to take an academic skills test, or to submit scores from an approved test. (If you checked this response, go directly to question 17.)
___ 5. **All** first-time entering students are **advised**, but **not required**, to take an academic skills test or to submit scores from an approved test. (If you checked this response, go directly to question 19.)
___ 6. **Most** first-time entering students are **advised**, but **not required** to take an academic skills test, or to submit scores from an approved test; highly able students are exempted from this requirement. (If you checked this response, go directly to question 18.)
___ 7. Only a **few** first-time entering students are **advised**, but **not required** to take an academic skills test, or to submit scores from an approved test. (If you checked this response, go directly to question 17.)

17. If your institution requires or advises that only a few first-time entering students participate in some form of academic skills testing, what students are so targeted? (Check all that apply.)

___ 1. High risk students so identified because of their low high school GPAs and/or other indicators of low developed abilities.
___ 2. Students wishing to enroll in particular programs/majors.
___ 3. Other (Specify: _____)

18. If some students are neither required nor advised to take an academic skills test, or to submit scores from an approved test, at the time of admission, which students are so exempted?

___ 1. Those reentering after an absence of a term or more.
___ 2. Those entering with a specified number of credits earned at another postsecondary institution. (The minimum number of credits required for exemption is ____.)
___ 3. Those who have previously earned an associate, bachelors or higher degree.
___ 4. Those who have reached a certain age (e.g. 21) or who have been out of high school for a specified number of years.
___ 5. Those who register for less than some fixed number of credits in their first term. (The maximum number of credits that can be taken without losing the exemption is ____.)
___ 6. Those who are physically handicapped.
___ 7. Other (Specify: _____)

19. Indicate the percentage of full-time and part-time students, respectively, who are tested or submit scores from an approved test at the time they first enter your institution?

/ / / 1. Full-time students
/ / / 2. Part-time (credit) students

20. Were your policies or practices about testing the academic skills of first-time entering students (refer to your response in item 16) different prior to the 1980-81 academic year?

___ 1. Yes (Go to question 21.)
___ 2. No (Go to question 22.)

21. Which of the responses (1-7) from question 16 best describes the testing policies and practices **previously** in effect?

/__/

22. Do you anticipate any changes prior to the 1987-88 academic year in your institution's policies or practices about testing the academic skills of first-time entering students?

___ 1. Yes (Go to question 23.)
___ 2. No (Go to question 24.)

23. Which of the responses (1-7) from question 16 best describes the policies and practices that you expect will be implemented by 1987-88?

/__/

24. Which statement best describes the results of your institution's use of test information as part of its admission process? (Check all that apply.)

___ 1. Test information is not used in admissions decisions.
___ 2. Some students are denied admission to the institution based solely on their test performance.
___ 3. Some students are denied admission to the institution based on a combination of their abilities as measured both by the test and by other criteria such as high school transcript or GPA.
___ 4. Some students are admitted solely on their test performance.
___ 5. Some students with a poor high school record are admitted because of test scores.
___ 6. Other (Specify: _____
_____)

25. Compared to your institution's use of test information in its admissions process prior to the 1981-82 academic year, how would you describe its use now?

___ 1. Test information not used in the admissions process then or now.
___ 2. More important now.
___ 3. Less important now.
___ 4. No change.

26. How will the use of test information in your institution's admissions process in 1987-88 compare with its current use?

___ 1. More use than today.
___ 2. Less use than today.
___ 3. No change.

27. Is there increased pressure at your institution for expanded use of tests in the admissions process?

___ 1. Yes (Go to question 28.)
___ 2. No (Go to question 29.)

28. What is the **primary** source of pressure for expanded use of tests in the admissions process?

___ 1. Administration
___ 2. Faculty
___ 3. Legislature
___ 4. Governing Board
___ 5. Other (Specify: _____)

29. Has your use of tests in the admissions process impacted in any way on the number of courses offered for the academically underprepared?

___ 1. Test information not used in the admissions process.
___ 2. Yes, it has resulted in an expansion of the number of special courses offered.
___ 3. No.
___ 4. Other (Specify: _____)

30. Which of the following best describes the affect on minority students of your institution's use of test information in the admissions process?

___ 1. No affect, since we don't use tests.
___ 2. No affect, although we use tests.
___ 3. It has led to fewer numbers of minority students applying and enrolling.
___ 4. It has led to increased numbers of minority students applying and enrolling.
___ 5. Other (Specify: _____)

31. Which of the following best describes the affect on older students of your institution's use of test information in the admissions process?

___ 1. No affect, since we don't use tests.
___ 2. No affect, although we use tests.
___ 3. It has led to fewer numbers of older students applying and enrolling.
___ 4. It has led to increased numbers of older students applying and enrolling.
___ 5. Other (Specify: _____)

32. When available test results suggest a low probability of success in the program/major of interest to a student, does the institution systematically intervene with the student?

___ 1. Does not apply; no tests administered. (Go to question 35.)
___ 2. No (Go to question 34.)
___ 3. Yes

33. Which one of the following best describes the typical intervention?

___ 1. Students are discouraged from entering into the program/major and instead are advised to enroll in an alternative program/major.
___ 2. Students are encouraged to take specific steps (e.g., remediation) to prepare themselves better for study in the program/major, and are advised to delay study in the program/major.
___ 3. Students are encouraged to engage in specific remedial/developmental learning activities concurrent with the program/major sequence.
___ 4. Other (Specify: _____)

34. The use of test scores in admissions decisions implies decision rules that rely on cut-off scores or score intervals. Identify the basic approach used at your institution to establish these decision rules.

___ 1. Staff/faculty recommendations based on general observations of past students' performance in relation to test scores.
___ 2. Systematic predictive validity research conducted by staff at your institution.
___ 3. Systematic predictive validity research substantially facilitated or provided by a testing service.
___ 4. Other (Specify: _____)

35. Admission requirements for programs/majors sometimes differ from the general admissions requirements of the institution. For each program/major, place a check under the appropriate column(s) to describe the use of tests in the admissions/entry process of that program/major.

	Testing required beyond that imposed on all entering students	Admissions standard based on test scores has increased since 1981-82	Use of tests in admissions has increased since 1981-82	Use of tests in admissions will increase by 1987-88
1. Accounting				
2. Agriculture				
3. Air Cond./Refrig.				
4. Animal Science				
5. Appliance Servicing				
6. Architectural Tech.				
7. Auto Body Repair				
8. Auto Mechanics				
9. Aviation Tech.				
10. Banking & Finance				
11. Bookkeeping				
12. Bus. Computer Prog.				
13. Business Management				
14. Carpentry				
15. Chemical Tech.				
16. Commercial Art				
17. Communications				
18. Construction Management				
19. Cosmetology/Barbering				
20. Data Processing				
21. Dental Assistant				
22. Dental Hygiene				
23. Dental Lab. Tech.				
24. Drafting				
25. Education/Spec. Ed.				
26. Electrical Tech.				
27. Electronic Tech.				
28. Energy				
29. Engineering Tech.				
30. Environmental Science				
31. Equip. Maint./Data Proc.				
32. Farm Machine Repair				
33. Fire Science				
34. Forestry				

35. (cont'd)

	Testing required beyond that imposed on all entering students	Admissions standard based on test scores has increased since 1981-82	Use of tests in admissions has increased since 1981-82	Use of tests in admissions will increase by 1987-88
35. Horticulture	____	____	____	____
36. Hotel Rest. Management	____	____	____	____
37. Human Services	____	____	____	____
38. Insurance	____	____	____	____
39. Interior Design	____	____	____	____
40. Legal Assistant	____	____	____	____
41. Machine Shop	____	____	____	____
42. Marketing Manag.	____	____	____	____
43. Masonery	____	____	____	____
44. Medical Emergency Tech.	____	____	____	____
45. Medical Lab Tech.	____	____	____	____
46. Medical Records	____	____	____	____
47. Medical Tech.	____	____	____	____
48. Micro Computers	____	____	____	____
49. Mortuary Science	____	____	____	____
50. Nuclear Medicine	____	____	____	____
51. Nursing L.P.N.	____	____	____	____
52. Nursing R.N.	____	____	____	____
53. Occupational Safety & Hlth	____	____	____	____
54. Oceanographic Tech.	____	____	____	____
55. Operating Room Tech.	____	____	____	____
56. Physical Therapy	____	____	____	____
57. Plumbing	____	____	____	____
58. Police Sci./Security	____	____	____	____
59. Radiography	____	____	____	____
60. Real Estate	____	____	____	____
61. Respiratory Therapy	____	____	____	____
62. Retail Bus. Manag.	____	____	____	____
63. Robotics	____	____	____	____
64. Secretarial Science	____	____	____	____
65. Sheet Metal	____	____	____	____
66. Teacher's Aid	____	____	____	____
67. Transportation	____	____	____	____
68. Travel Svc.	____	____	____	____
69. Welding	____	____	____	____
70. Word Processing	____	____	____	____
71. Other	____	____	____	____
72. Other	____	____	____	____
73. Other	____	____	____	____

SECTION III: PLACEMENT POLICIES AND PRACTICES

36. If test scores are used to assist in course placement for first-time entering students, which one of the following best describes how they are used?

___ 1. Not applicable; no tests used for placement.
___ 2. Based on the student's scores, recommendations are made for specific course placement, including remedial, but the decision is the student's.
___ 3. Based on the student's scores, the student is required to enroll in specific courses, including remedial courses.
___ 4. Based on the student's scores, recommendations are made; students on the borderline between two courses (decision zone) may make the decision; non-borderline students are required to follow recommendations.
___ 5. Other (Specify: _____)

37. Are your institution's policies or practices on the use of tests for placement of first-time entering students likely to change by the 1987-88 academic year?

___ No (Go to question 39.)
___ Yes

38. Which of the alternatives (1-5) in question 36 best describes what your placement policies and practices are likely to become by 1987-88?

/__/

39. Which of the following statements best describes your institution's use of test results with first-time entering students for **advanced placement** (e.g. advanced composition rather than standard English, advanced algebra rather than college algebra)? Note: Advanced placement as used here does **not** include credit-by-examination.

___ 1. No tests are used in making advanced placement decisions.
___ 2. Tests administered as part of the admissions process are used for advanced placement decisions.
___ 3. Tests administered as part of the admissions process are used to screen students for other tests (either commercially or locally-developed) which are, in turn, used for advanced placement decisions.
___ 4. Tests administered independent of the admissions process for first-time entering students are used for advanced placement decisions.
___ 5. Other (Specify: _____)

40. Are your institution's **advanced placement** testing policies and practices likely to change by the 1987-88 academic year?

___ 1. No (Go to question 42.)
___ 2. Yes

41. Which of the alternatives (1-5) in question 39 best describes what your **advanced placement** testing policies and practices are likely to become by 1987-88?

/__/

42. If you use tests in making decisions/advising first-time entering students about course assignments/selections, which types of norms are available for those tests? (Check all that apply.)

___ 1. National norms provided by the testing service.
___ 2. Local norms provided by the testing service.
___ 3. State or system norms provided by the testing service.
___ 4. Local norms developed by the institution.
___ 5. State or system norms developed by the state or system.
___ 6. No norms available.
___ 7. Other (Specify: _____
_____)

43. Indicate whether tests of the type specified below are used in admissions and/or placement decisions at your institution. If a commerically-prepared test is used, name the test, and then indicate the extent to which it serves your purposes well.

	A Test is Used in Admissions/ Placement Decisions	Name(s) of Test(s) if Commercially-Prepared	Adequacy of Test(s) for Our Use		
			Fully Adequate	Adequate for Most Needs	Inadequate
1. Basic Language Usage	____	_____	____	____	____
2. Advanced Language Usage	____	_____	____	____	____
3. Writing Sample	____	_____	____	____	____
4. Reading Proficiency	____	_____	____	____	____
5. Arithmetical Computational Skills	____	_____	____	____	____
6. Elementary Algebra	____	_____	____	____	____
7. Intermediate Algebra	____	_____	____	____	____
8. College Algebra	____	_____	____	____	____
9. Trigonometry	____	_____	____	____	____
10. Calculus	____	_____	____	____	____
11. Chemistry	____	_____	____	____	____
12. Physics	____	_____	____	____	____
13. Anatomy and Physiology	____	_____	____	____	____
14. Logic/Problem Solving	____	_____	____	____	____
15. Mechanical Reasoning	____	_____	____	____	____
16. Clerical Skills	____	_____	____	____	____
17. Special Relations	____	_____	____	____	____
18. Other (Specify: _____)	____	_____	____	____	____

44. For any of the test content areas identified in question 43 where testing is **not** now a part of the placement process, do you expect to introduce testing by the 1987-88 academic year?

___ 1. No (Go to question 46.)
___ 2. Yes

45. List the numbers (1-18) of the test content areas from question 43 for which you expect to add placement testing for first-time entering freshmen before the 1987-88 academic year.

/___/ /___/ /___/ /___/ /___/ /___/ /___/ /___/

46. The use of test scores in placement decisions implies decision rules that rely on cut-off scores or score intervals. Identify the basic approach used at your institution to establish these decision rules.

___ 1. Staff/faculty recommendations based on general observations of past students' performance in relation to test scores.
___ 2. Systematic predictive validity research conducted by staff at your institution.
___ 3. Systematic predictive validity research substantially facilitated or provided by a testing service.
___ 4. Other (Specify: _____)

SECTION IV: GENERAL INFORMATION ON TESTING PRACTICES

47. Have you made any changes since the 1981-82 academic year in the **tests** used with first-time entering students?

___ No
___ Yes (Describe the changes: _____)

48. Do you anticipate making any changes by the 1987-88 academic year in the **tests** you use with first-time entering students?

___ No
___ Yes (Describe the expected changes: _____)

49. Indicate your level of satisfaction with the **tests** you now use with first-time entering students for the purposes identified below. (Omit this item and go directly to question 50 if no tests are used.)

Purposes	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Does Not Apply
1. Institutional admissions decision	___	___	___	___	___
2. Program/major admissions decision	___	___	___	___	___
3. Course placement, in general	___	___	___	___	___
4. Course placement in English/ communications	___	___	___	___	___
5. Course placement in mathematics	___	___	___	___	___
6. Course placement in science	___	___	___	___	___
7. Identification of reading problems	___	___	___	___	___
8. Institutional research and planning	___	___	___	___	___
9. Academic advisement	___	___	___	___	___

50. Indicate your level of satisfaction with the following attributes of the **tests** you now use with first-time entering students. (Omit this item and go directly to question 51 if no tests are used.)

Attributes	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Does Not Apply
1. Ease of administration	___	___	___	___	___
2. Cost	___	___	___	___	___
3. Organization/content of reports for use with students	___	___	___	___	___
4. Ease of interpretation by staff and students	___	___	___	___	___
5. Relevance of assessment data to students	___	___	___	___	___
6. Facility for integrating test data into student data base or student information system	___	___	___	___	___
7. Availability of local campus research data and related services	___	___	___	___	___
8. Ease of accomplishing local norming and grade prediction studies	___	___	___	___	___
9. Length of time to administer	___	___	___	___	___
10. Turn-around time for results	___	___	___	___	___
11. Other (Specify: _____)	___	___	___	___	___

51. Indicate which of the following applies at your institution as regards students' submission of a high school transcript at the time of admission.

___ 1. Students are not required to submit a high school transcript.
___ 2. Students are required to submit a high school transcript, and it is used in the admissions process.
___ 3. Students are required to submit a high school transcript and it is used in placement decisions.
___ 4. Both 2 and 3 above
___ 5. Other (Specify: _____)

52. Indicate under column (a) whether your institution now collects the type of information specified. Then indicate under column (b) whether that information is actually used for admissions, placement or advising. Finally, place a checkmark under column (c) if your institution does not collect the information but would use it in admissions, placement or advising if it was available.

		(a) Information is Collected	(b) Used	(b) Not Used	(c) Not But Would Use Available
1.	Areas in which students anticipate need for help	____	____	____	____
2.	Reasons students selected institution	____	____	____	____
3.	Career choice(s)	____	____	____	____
4.	Vocational interest inventory data	____	____	____	____
5.	Self reported high school grades in selected courses	____	____	____	____
6.	Student employment plans/needs	____	____	____	____
7.	Financial aid needs	____	____	____	____
8.	Study skills inventory	____	____	____	____
9.	Educational goal while at institution	____	____	____	____
10.	Planned program/major	____	____	____	____
11.	Ethnic background	____	____	____	____
12.	Primary language of student	____	____	____	____
13.	High school graduation or equivalent	____	____	____	____
14.	Previous postsecondary experience	____	____	____	____
15.	Handicaps or disabilities	____	____	____	____
16.	Expected GPA during first year of enrollment	____	____	____	____
17.	Extracurricular participation history	____	____	____	____
18.	Extracurricular participation plans while at institution	____	____	____	____
19.	Family background	____	____	____	____
20.	High School Information (e.g. size, class rank, curriculum student, etc.)	____	____	____	____
21.	Other (Specify: _____)	____	____	____	____

53. Indicate the percentages of students for whom data used in admissions and/or placement decisions are available within the time periods identified below.

/ / / 1. Not applicable; we do not test (Go to question 55.)
/ / / 2. 6 months or more before classes begin
/ / / 3. 9 weeks to 5 months before classes begin
/ / / 4. 5 to 8 weeks before classes begin
/ / / 5. 4 weeks or less before classes begin
/ / / 6. after classes begin

54. Are you satisfied with the lapsed time from test administration to the availability of test results?

___ 1. Yes
___ 2. No

55. Indicate the extent to which the assessment data collected at the time students first enter your institution are used for the purposes listed below. (If you do not collect assessment data upon student entry, go directly to question 56.)

	Extensive Use	Limited Use	No Use
1. General academic advising	___	___	___
2. Public relations (e.g., press releases	___	___	___
3. Instructional program evaluation	___	___	___
4. Institutional research and planning	___	___	___
5. Identification of high risk students for the delivery of intrusive support services	___	___	___
6. Board reports	___	___	___
7. General communications with "feeder" secondary schools	___	___	___
8. Data base for self study and other accreditation purposes	___	___	___
9. Planning of staff development needs	___	___	___
10. Resource allocation decisions	___	___	___
11. Determination of number of sections of a given course	___	___	___
12. Course sectioning	___	___	___
13. Grants applications	___	___	___
14. State agency reports	___	___	___
15. Other (Specify: _____)	___	___	___

56. Which of the following best describes how most of the fees for testing first-time entering students are paid?

___ 1. Not applicable; we do not test.
___ 2. From general institutional funds
___ 3. From student fees, e.g. admission fees, etc.
___ 4. From a specific testing fee
___ 5. Other (Specify: _____
_____)

57. There are several different ways of communicating test results to first-time entering students. Estimate the percentages of your tested students who receive information in each of the following ways. Figures may not add to 100% if some students receive information by more than one method.

____	1.	Not applicable; we do not test
/_/_/	2.	Results not shared with students
/_/_/	3.	Individual discussion of results with a staff member
/_/_/	4.	Group discussion of results with a staff member
/_/_/	5.	Summary of results mailed to students
/_/_/	6.	Computer-assisted advising
/_/_/	7.	Other (Specify: _____)

58. Which of the statements below best describes the procedures used to evaluate the effectiveness of first-time entering student testing and the uses of the resulting data? (Check all that apply.)

___ 1. Not applicable; we do not test.
___ 2. We have not systematically evaluated our testing program.
___ 3. We have evaluated our testing program through research on the predictive validity of the measures for course performance.
___ 4. We have evaluated our testing program through research on the predictive validity of the measures for overall GPA achievement.
___ 5. We have periodically surveyed the faculty and staff to ascertain their perception of the validity and usefulness of the testing program.
___ 6. We have periodically surveyed the students to ascertain their perception of the usefulness of the testing program.
___ 7. We have documented a positive change in the course drop/add ratio as a consequence of use of the testing information and related data.
___ 8. We have documented an increase in student retention as a consequence of use of the testing information and related data.
___ 9. We have documented an increase in the course completion rate as a consequence of use of the testing information and related data.
___ 10. We have documented an increase in the average credit load per student as a consequence of use of the testing information and related data.
___ 11. Other (Specify: _____)

59. The following set of items (1-9) pertain to the decision-making processes at your institution. In each case, identify the letter associated with the person (group) or agency with primary authority/responsibility for the specified decision.

A. Chief Executive Officer - President, Chancellor, Director

B. Chief State Higher Education Official

C. Legislature

D. Instructional Area Director, Academic Vice President, Dean of Curriculum/Instruction

E. Director, Vice President, Dean of Student Services/Student Affairs

F. Instructional Department Heads

G. Faculty - Collectively

H. Director of Testing/Evaluation Services

I. Student Services Staff - counselors, etc.

J. Special Support Staff - advisors, advisement coordinators, learning resource specialists, etc.

K. Director of Institutional Research

L. No clear locus of responsibility

M. Other (Specify: _____)

___ 1. Determines that the institution will require or recommend testing for first-time entering students.

___ 2. Selects the tests to be used for the assessment of academic abilities for admission.

___ 3. Selects the tests to be used for the assessment of academic abilities for course placement.

___ 4. Determines the levels of performance used in the decision rules for admission.

___ 5. Determines the levels of performance used in the decision rules for course placement.

___ 6. Is responsible for the delivery of the testing program, including scheduling testing sessions and related logistics.

___ 7. Is responsible for the dissemination of the data generated by the tests of first-time entering students.

___ 8. Is responsible for managing and/or delivering the interpretation of the test data to students.

___ 9. Is responsible for follow-up research, e.g., local norms, grade prediction, retention outcomes, etc.

SECTION V: PROGRAM COMPLETION REQUIREMENTS

60. Does your institution require that students achieve proficiency in specified general education skills as a prerequisite for receiving a certificate, diploma, or degree?

___ 1. Yes
___ 2. No (Go to question 62.)

61. Which of the following best describes how students meet the requirement referred to in question 60? (Check all that apply.)

___ 1. Perform successfully on a standardized test
(Test Name: _____)
___ 2. Perform successfully on a locally-constructed test
___ 3. Complete successfully a core of general education courses (e.g., in English and mathematics)
___ 4. Other (Specify: _____)

62. Do any of the individual programs of study at your institution require students to pass a comprehensive examination before earning a certificate, diploma, or degree?

___ 1. Yes
___ 2. No

63. Does your state mandate that students pass a comprehensive examination as a prerequisite to earning a certificate, diploma, or degree?

___ 1. Yes (Test Name: _____)
___ 2. No

64. Are your graduates required to take and successfully complete any tests before they can be admitted to upper level study?

___ 1. Yes (Test Name: _____)
___ 2. No (Go to question 66.)

65. Who established the test requirement for entry to upper level study?

___ 1. State
___ 2. Our institution
___ 3. Individual upper-level institutions
___ 4. Other (Specify: _____)

66. Were one available, would your institution use a nationally-standardized exit examination that tests core college-level skills in such areas as reading, writing, computation and problem solving?

___ 1. Yes
___ 2. No

Please complete the following information indicating who completed particular questions on this questionnaire:

Name	Title	Items Completed

Appendix C
List of Participating Institutions

Alabama
S. D. Bishop State Junior College
John C. Calhoun State Community College
Carver State Technical College
Chattahoochee Valley Community College
Community College of the Air Force
J. F. Drake State Technical College
Gadsden State Junior College
Patrick Henry State Junior College
Hobson State Technical College
J. F. Ingram State Technical College
Jefferson State Junior College
Northwest Alabama State Junior College
Opelika State Technical College
Snead State Junior College
Chauncey Sparks State Technical College
Walker College
Walker State Technical College
Wallace State Community College
Wallace State Community College—Hanceville
George Corley Wallace State Community College—Selma
Lurleen B. Wallace State College

Alaska
Anchorage Community College
Islands Community College
Kenai Peninsula Community College
Ketchikan Community College
Prince William Sound Community College
Tanana Valley Community College

American Samoa
American Samoa Community College

Arizona
Arizona Western College
Central Arizona College
Cochise College
College of Ganado
Eastern Arizona College
Glendale Community College
Maricopa Technical Community College
Mesa Community College
Mohave Community College
Navajo Community College
Phoenix College
Pima Community College
Rich Mountain Community College
Scottsdale Community College
South Mountain Community College
Yavapai College

Arkansas
Arkansas State University—Beebe Branch
Garland County Community College
North Arkansas Community College
Phillips County Community College
Southern Arkansas University Technical Branch
Westark Community College

California
American River College
Bakersfield College
Barstow Community College
Butte College
Cabrillo College
Cerritos Community College
Chabot College
Chaffey Community College
Citrus Community College
City College of San Francisco
Coastline Community College
College of Alameda
College of the Sequoias
College of the Siskiyous
Columbia College
Cuesta College
Cuyamaca College
Cypress College
De Anza College
Diablo Valley College
Evergreen Valley College
Fashion Institute of Design/Merchandising
Foothill College
Fresno City College
Fullerton College
Glendale Community College
Golden West College
Grossmont College
Allan Hancock College
Hartnell College
Imperial Valley College
King's River Community College
Lake Tahoe Community College
Long Beach City College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade-Technical College
Los Angeles Valley College
Marin Community College
Marymount Palos Verdes College
Merced College
Merritt Community College
Miracosta Community College
Modesto Junior College
Monterey Peninsula College
Moorpark College
Mount San Antonio College
Mount San Jacinto College
Napa Valley College
Ohlone College
Orange Coast College
Oxnard College
Palo Verde College
Palomar College
Pasadena City College
Peralta Community College District
Redwoods Community College District
River College—Cosumnes
Riverside City College

Sacramento City College
Saddleback Community College
San Bernardino Valley College
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Francisco Community College Center
San Joaquin Delta College
Santa Ana College
Santa Barbara City College
Sierra Joint Community College
Solano Community College
Southwestern College
Taft College
Ventura College
Victor Valley Community College
Vista College
West Hills Community College
West Los Angeles College
West Valley College
Yuba College

Carolina Islands
Community College of Micronesia

Central Marianas
Northern Marianas College

Colorado
Aims Community College
Arapahoe Community College
Colorado Mountain College
Colorado Northwestern Community College
Community College of Aurora
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Red Rocks Community College
Trinidad State Junior College

Connecticut
Hartford State Technical College
Housatonic Community College
Manchester Community College
Mohegan Community College
Norwalk Community College
Norwalk State Technical College
Quinebaug Valley Community College
South Central Community College
Waterbury State Technical College

Delaware
Delaware Technical and Community College

Florida
Brevard Community College
Central Florida Community College
Chipola Junior College
Daytona Beach Community College
Florida College
Florida Keys Community College
Gulf Coast Community College
Hillsborough Community College
Indian River Community College
Fred H. Kent Campus—at Jacksonville
Lake City Community College
Lake-Sumter Community College
Manatee Community College
Miami-Dade Community College
National Education Center—Bauder Campus
North Florida Junior College
Okaloosa-Walton Junior College
Palm Beach Junior College
Pasco-Hernando Community College
Polk Community College
Saint Petersburg Junior College
Santa Fe Community College
Valencia Community College

Georgia
Andrew College
Atlanta Junior College
Bainbridge Junior College
Abraham Baldwin Agricultural College
DeKalb Community College
Emmanuel County Junior College
Gainesville Junior College
Georgia Military College
Middle Georgia College
Oxford College of Emory University
Reinhardt College
South Georgia College

Guam
Guam Community College

Hawaii
Hawaii Community College
Honolulu Community College
Kapiolani Community College
Windward Community College

Illinois
Black Hawk College—East Campus
City Colleges of Chicago
College of Lake County
Richard J. Daley College
Danville Area Community College
DuPage Open College
Elgin Community College
Felician College
William Rainey Harper College
Illinois Eastern Community College
Illinois Valley Community College
Joliet Junior College
Kaskaskia College
Kennedy-King College
Lake Land College
Lewis and Clark Community College
Lincoln College
Moraine Valley Community College
Morton College
Oakton Community College
Olive-Harvey College

Parkland College
Rend Lake College
Richland Community College
Saint Augustine College
Sauk Valley College
Shawnee College
Spoon River College
State Community College of East Saint Louis
Thornton Community College
Triton College
Waubonsee Community College
Wilbur Wright College
John Wood Community College

Indiana
Indiana Vocational Technical College—Central Indiana
Indiana Vocational Technical College—East Central
Indiana Vocational Technical College—Kokomo
Indiana Vocational Technical College—Lafayette
Indiana Vocational Technical College—South Central
Indiana Vocational Technical College—Southeast Region
Indiana Vocational Technical College—Terre Haute
Indiana Vocational Technical College—Whitewater

Iowa
Clinton Community College
Des Moines Area Community College
Ellsworth Community College
Hawkeye Institute of Technology
Iowa Central Community College
Iowa Lakes Community College
Kirkwood Community College
Marshalltown Community College
Muscatine Community College
Northeast Iowa Technical Institute
Scott Community College
Southeastern Community College
Southwestern Community College
Western Iowa Technical Community College

Kansas
Barton County Community College
Cloud County Community College
Colby Community Junior College
Cowley County Community College
Garden City Community College
Haskell Indian Junior College
Hesston College
Highland Community College
Hutchinson Community College
Johnson County Community College
Kansas Technical Institute
Neosho County Community College

Kentucky
Sue Bennett College
Elizabethtown Community College
Henderson Community College
Hopkinsville Community College
Jefferson Community College
Maysville Community College
Paducah Community College
Prestonsburg Community College
Saint Catharine College

Louisiana
Delgado Community College
Louisiana State University at Alexandria
Louisiana State University at Eunice

Maine
Eastern Maine Vocational Technical Institute
Northern Maine Vocational Technical Institute

Maryland
Allegany Community College
Anne Arundel Community College
Catonsville Community College
Cecil Community College
Chesapeake College
Dundalk Community College
Essex Community College
Frederick Community College
Hagerstown Junior College
Harford Community College
Howard Community College
Montgomery College
Prince George's Community College
Wor-Wic Technical Community College

Massachusetts
Aquinas Junior College
Bristol Community College
Cape Cod Community College
Chamberlayne Junior College
Dean Junior College
Greenfield Community College
Holyoke Community College
Massasoit Community College
Mount Ida College
North Shore Community College
Northern Essex Community College
Quinsigamond Community College
Roxbury Community College
Springfield Technical Community College
Worcester Junior College

Michigan
Alpena Community College
Delta College
Henry Ford Community College
Gogebic Community College
Jackson Community College
Kirtland Community College
Macomb Community College
Monroe County Community College
Montcalm Community College
Charles Stewart Mott Community College
Muskegon Community College
Oakland Community College
Saint Clair County Community College
Schoolcraft College
Suomi College
Washtenaw Community College

Minnesota
Anoka-Ramsey Community College
Austin Community College
Fergus Falls Community College
Inver Hills Community College
Lakewood Community College
Minneapolis Community College
North Hennepin Community College
Rainy River Community College
Rochester Community College
University of Minnesota Technical College
Willmar Community College

Mississippi
Clarke College
Coahoma Junior College
Copiah-Lincoln Junior College
Hinds Junior College District
Itawamba Junior College
Mississippi Gulf Coast Junior College—Central
Mississippi Gulf Coast Junior College—Perkinston
Northeast Mississippi Junior College
Pearl River Junior College
Wood Junior College

Missouri
East Central College
Jefferson College
Maple Woods Community College
Mineral Area College
Moberly Area Junior College
Saint Louis Community College at Florissant Valley
Saint Louis Community College at Forest Park
Saint Louis Community College at Meramec
Saint Mary's College of O'Fallon
Trenton Junior College

Montana
Dawson Community College
Flathead Valley Community College
Miles Community College

Nebraska
Central Community College
Metropolitan Technical Community College
Mid-Plains Community College
Northeast Technical Community College
Southeast Community College—Milford
University of Nebraska School of Technical Agriculture
Western Nebraska Technical College
Western Technical College
York College

Nevada
Clark County Community College
Truckee Meadows Community College
Western Nevada Community College

New Hampshire
New Hampshire Technical Institute
New Hampshire Vocational Technical College

New Jersey
Brookdale Community College
Burlington County College
Camden County College
Cumberland County College
Essex County College
Gloucester County College
Hudson County Community College
Mercer County Community College
Middlesex County College
Passaic County Community College
Salem Community College
Somerset County College
Union County College
Warren County Community College

New Mexico
Dona Ana Branch Community College
Eastern New Mexico University—Clovis
Eastern New Mexico University—Roswell
Institute of American Indian Arts
New Mexico Junior College
New Mexico Military Institute
San Juan College
Santa Fe Community College

New York
Adirondack Community College
Borough of Manhattan Community College
Bramson Ort Technical Institute
Cayuga Community College
Clinton Community College
Columbia-Greene Community College
Dutchess Community College
Fashion Institute of Technology
Fulton-Montgomery Community College
Genesee Community College
Hilbert College
Hostos Community College
Hudson Valley Community College
Jamestown Community College
Jefferson Community College
Kingsborough Community College of New York
Laboratory Institute of Merchants
La Guardia Community College
Mater Dei College
Mohawk Valley Community College
Monroe Community College
Nassau Community College
New York City Technical College
Niagara County Community College
North Country Community College
Onondaga Community College
Orange County Community College
Queensborough Community College
Maria Regina College
Paul Smith's College
SUNY Agricultural & Technical College at Alfred
SUNY Agricultural & Technical College at Canton
SUNY Agricultural & Technical College at Morrisville
Tompkins-Cortland Community College

Villa Maria College
Westchester Community College

North Carolina
Anson Technical College
Asheville-Buncombe Technical College
Beaufort County Community College
Blue Ridge Technical College
Caldwell Community College & Technical Institute
Cape Fear Technical Institute
Carteret Technical College
Central Carolina Technical College
Central Piedmont Community College
Cleveland Technical College
College of the Albemarle
Craven Community College
Davidson County Community College
Durham Technical College
Edgecombe Technical College
Fayetteville Technical Institute
Forsyth Technical Institute
Gaston College
Vance Granville Community College
Guilford Technical Community College
Halifax Community College
Isothermal Community College
Lenoir Community College
Louisburg College
Mayland Technical College
Mitchell Community College
Montgomery Technical College
Montreat-Anderson College
Pamlico Technical College
Peace College
Pitt Community College
Randolph Technical College
Robeson Technical College
Rockingham Community College
Rowan Technical College
Sampson Technical College
Sandhills Community College
Southeastern Community College
Southwestern Technical College
James Sprunt Technical College
Surry Community College
Technical College of Alamance
Tri-County Community College
Wayne Community College
Western Piedmont Community College
Wilkes Community College
Wilson County Technical Institute

North Dakota
Bismarck Junior College
Lake Region Community College
North Dakota State in Bottineau
North Dakota State School of Science
Turtle Mountain Community College
University of North Dakota—Williston Center

Ohio
Belmont Technical College
Columbus Technical Institute
Cuyahoga Community College District
Hocking Technical College
Jefferson Technical College
Kent State University—Ashtabula
Kent State University—Geauga
Lakeland Community College
Lima Technical College
Lorain County Community College
Marion Technical College
Miami University—Hamilton
Northwest Technical College
Ohio State University—Agricultural Technical Institute
Ohio University—Chillicothe
Shawnee State Community College
Sinclair Community College
Southern State Community College
Stark Technical College
Terra Technical College
University College, University of Cincinnati
University of Toledo Community & Technical College
Wright State—Western Ohio Campus

Oklahoma
El Reno Junior College
Hillsdale Free Will Baptist College
Murray State College
Northeastern Oklahoma A&M College
Oklahoma City Community College
Seminole Junior College
Tulsa Junior College
Western Oklahoma State College

Oregon
Bassist College
Blue Mountain Community College
Central Oregon Community College
Clackamas Community College
Clatsop Community College
Lane Community College
Mount Hood Community College
Portland Community College
Rogue Community College
Southwestern Oregon Community College
Treaty Oak Community College

Panama
Panama Canal College

Pennsylvania
Butler County Community College
Community College of Allegheny
Community College of Philadelphia
Delaware County Community College
Harrisburg Area Community College
Lackawanna Junior College
Montgomery County Community College
Northeastern Christian Junior College
Northhampton County Area Community College
Westmoreland County Community College

Puerto Rico
Aguadilla Regional College
Arecibo Technical University College
Bayamon Technical University College
Carolina Regional College—University of Puerto Rico
ICPR Junior College
Ponce Regional College
Ponce Technical University College
Puerto Rico Junior College
University of Puerto Rico

Rhode Island
Community College of Rhode Island

South Carolina
Anderson College
Chesterfield-Marlboro Technical College
Florence-Darlington Technical College
Greenville Technical College
Horry-Georgetown Technical College
Orangeburg-Calhoun Technical College
Piedmont Technical College
Spartanburg Technical College
Sumter Area Technical College
Tri-County Technical College
Williamsburg Technical College

South Dakota
Oglala Lokota College
Presentation College

Tennessee
Aquinas Junior College
Chattanooga State Technical Community College
Cleveland State Community College
Columbia State Community College
Draughons Junior College
Dyersburg State Community College
Jackson State Community College
Martin College
Motlow State Community College
State Technical Institute at Memphis
Tri-Cities State Technical Institute
Volunteer State Community College
Walters State Community College

Texas
Alvin Community College
Angelina College
Austin Community College
Bee County College
Blinn College
Cedar Valley College
Central Texas College
Cisco Junior College
Clarendon College
College of the Mainland
Cooke County College
Dallas County Community College District
Del Mar College
El Centro College
Grayson County Junior College
Henderson County Junior College
Hill Junior College
Houston Community College System
Howard County Junior College District
Jacksonville College
Lee College
McLennan Community College
Midland College
Lon Morris College
North Harris County College
North Lake College
Panola Junior College
Paris Junior College
Saint Philip's College
San Antonio College
San Jacinto College—Central
San Jacinto College—South
South Plains College
Southwest Texas Junior College
Southwestern Assemblies of God College
Tarrant County Junior College
Temple Junior College
Texas Southmost College
Texas State Technical Institute
Tyler Junior College
Victoria College
Weatherford College
Western Texas College
Wharton County Junior College

Utah
Dixie College
Snow College
Utah Technical College at Provo

Vermont
Champlain College
Vermont Technical College

Virginia
Blue Ridge Community College
Paul D. Camp Community College
Central Virginia Community College
Danville Community College
Eastern Shore Community College
Germanna Community College
Patrick Henry Community College
New River Community College
Northern Virginia Community College
Piedmont Virginia Community College
J. Sargent Reynolds Community College
Southside Virginia Community College
Southwest Virginia Community College
Tidewater Community College
Wytheville Community College

Washington
Big Bend Community College
Centralia College
Clark College
Edmonds Community College
Everett Community College

Fort Steilacoom Community College
Gray's Harbor College
Highline Community College
Lower Columbia College
Olympic College
Peninsula College
Seattle Community College #VI
Shoreline Community College
Skagit Valley College
South Seattle Community College
Spokane Community College
Spokane Falls Community College
Tacoma Community College
Wenatchee Valley College
Whatcom Community College
Yakima Valley Community College

West Virginia
Beckley College
Ohio Valley College
Parkersburg Community College
Southern West Virginia Community College
West Virginia Northern Community College

Wisconsin
District One Technical Institute
Gateway Technical Institute
Lakeshore Technical Institute
Madison Area Technical College
Mid-State Technical Institute
Milwaukee Area Technical College
Moraine Park Technical Institute
Nicolet College and Technical Institute
North Central Technical Institute
Northeast Wisconsin Technical Institute
University of Wisconsin Center—Waukesha
Waukesha County Technical Institute

Wyoming
Casper College
Eastern Wyoming College
Laramie County Community College
Northwest Community College
Sheridan College
Western Wyoming Community College

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